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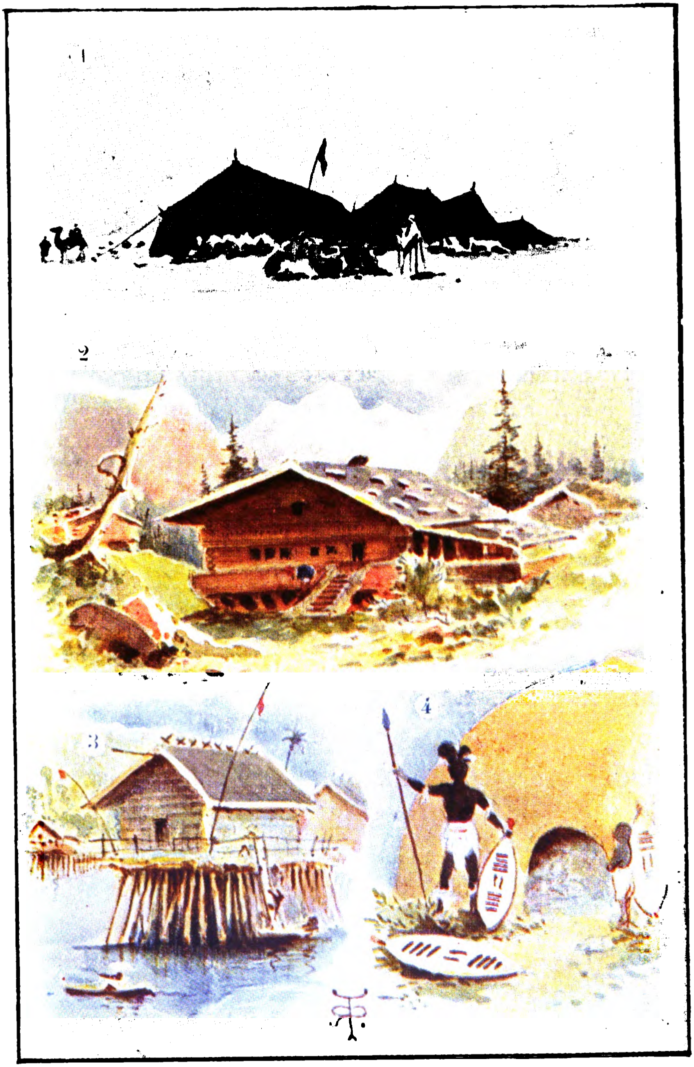

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CONTENTS

LESSON PAGE
1. A Big Ball . . . 5
2. A Large Cinder . . 9
3. A Ball of Fire . . 13
4. A Day's Journey . . 16
5. *The Sun's Travels. R. L. Stevenson* . . 19
6. The Queen of the Night 21
7. *The Little Boy and the Moon. Emily Huntington Miller* . 24
8. A Starry Night . . 25
9. *The Little Boy and the Stars. Everitt* . 28
10. Shadows 29
11. *My Shadow. R. L. Stevenson* . . . 32
12. A Funny Clock. Part I 35
13. A Funny Clock. Part II 38
14. Some more Funny Clocks 41
15. North and South . . 45
16. East and West . . 48
17. *Weathercocks. (From Chambers's Recitation Book for Infant Schools and Classes)* . 51
18. Two Fairies . . . 53
19. Two more Fairies . . 58
20. A Magnet 61
21. How to Make a Magnet 64
22. More about Magnets . 67
23. The School Compass. Part I 71
24. The School Compass. Part II 74
25. A Ship's Compass . . 77
26. To be Let 80
27. Plans 83
28. The New Garden . . 86
29. *Foreign Lands. R. L. Stevenson* . . . 90
30. Jack Lazy draws a Plan 93
31. Plan of a Class Room . 96
32. More Plans . . . 99
33. A Block Plan . . 104
34. *Block City. R. L. Stevenson* . . . 107
35. A Map 111
36. Some Funny Houses . 114
37. Other Children's Toys . 118
38. Some Schools in Other Lands 121
39. *Foreign Children. R. L. Stevenson* . . 124
40. Giant Steam . . . 127
41. *Stop, Stop, Pretty Water. Anon* . . 132
42. The Work of Water . 133
43. King Frost . . . 138
Summary . . . 142

LONGMANS' 'SHIP' SERIES

PICTORIAL GEOGRAPHICAL READERS

BOOK I

LESSON 1

A BIG BALL

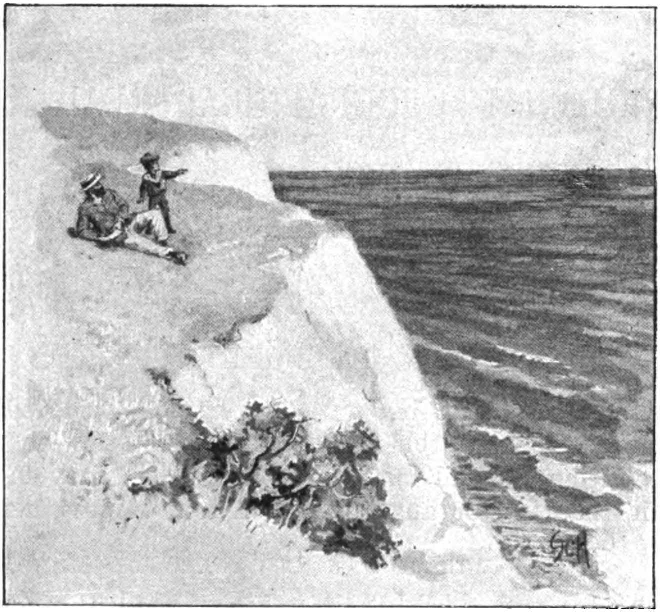
fac′-ed
climb′-ed
read′-ing
In′-di-a
rub′-ber
watch′-ing
sail′-ing
or′-ange
per-haps′
bot′-tom
bul′-ges
cen′-tre
plac′-ed
lev′-el
mov′-ing
far′-ther

1. A man and a boy were resting on the top of a high cliff which faced the sea. It was a very warm day, and they had climbed the cliff to catch the cool breeze that blew over it.

2. The Father was reading a book, but the boy sat with his eyes fixed on the sea, which was almost as smooth as glass. A

large India-rubber ball lay on the grass beside him.

3. The boy was watching the few ships that were in sight. There was not much of a breeze, and to him the ships seemed to be standing still.



4. The day was clear, and soon the sharp eyes of the boy saw something which caused him to call out, 'Look! Father there is a ship sinking.'

5. His Father looked up, and in a very calm way said, ‘Where, Tom?’ He knew there was little risk of any ship sinking on such a fine day.

6. ‘Over there, right against the sky, where the sky and the sea meet,’ said Tom. ‘Look! you can now see only the masts and some of the sails. A short time ago I could see the whole of the ship.’ Tom was only seven years of age, and this was his first visit to the sea-side.

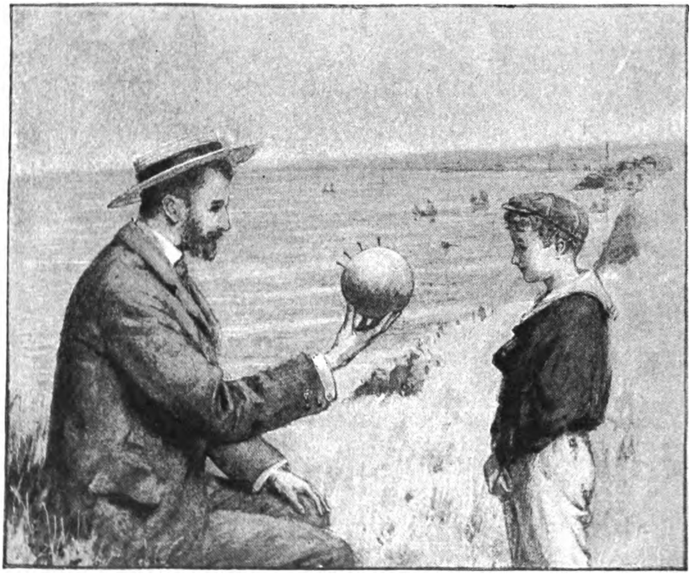
7. ‘That ship is not sinking, Tom,’ said his Father. ‘It seems to be sinking, but as a matter of fact, it is still sailing on the top of the sea.’

8. Just then his Father's eye fell on the ball. ‘Give me that ball, Tom,’ said he, ‘and we will see if it will help us to find out why the ship sinks out of sight, and yet does not sink into the sea.’

9. His Father took the ball in his hand, and said to Tom, ‘The Earth on which we live is something like this ball in shape, but perhaps it is more like an orange, a little flat at the top and bottom.

It also bulges out more in the centre than a ball.'

10. He then stuck a few pins in a line, into the ball, the first one being on the top of the ball. He then placed the ball on a level with Tom's eye, and asked him to look at the pins without moving his head.



11. Tom could see the whole of the first pin, but of the others he saw less and less. The farther they were away from

his eye, the less he could see of them. Some he could not see at all.

12. ‘Now,’ said his Father, ‘let the pins be your ships, and the ball the Earth, and then you will know why the ships seem to sink down into the sea.’

LESSON 2

A LARGE CINDER

quart′-er
bak′-ed
dough′
ques′-tion
show′-ed
cool′-ing
al-though′
e-nough′
liv′-ing
ash′-y
cin′-der
lev′-el
thought′-ful
hill′-y
wrin′-kles
mount′-ain

1. ‘What is the Earth made of?’ asked Tom. ‘Is it all land and sea?’

2. ‘Well, my boy, I cannot say what the inside is made of, but the outside, or crust, is all land or water. About one-quarter of the whole crust is land, and about three-quarters are water.’

3. ‘What do you mean by crust?’ asked Tom.

4. ‘We call the outside of the Earth its crust, just as we call the outside of a loaf the crust,’ said his Father.

5. ‘But a loaf does not have any crust until it has been baked. It is soft dough before it is put into the oven. You do not mean to say that the Earth has been baked, do you, Father?’

6. Tom was not quite clear about the crust, but this question of his showed that he was a thoughtful boy, and one who kept his eyes open.

THE OLD WORLD

7. ‘Not quite, my boy,’ said his Father. ‘Once, our Earth was a ball of fire like the Sun is now. But it is cooling, and

although it is very hot still inside, it is cool enough on the outside for man, beasts, birds, fishes, and plants to live on it.'

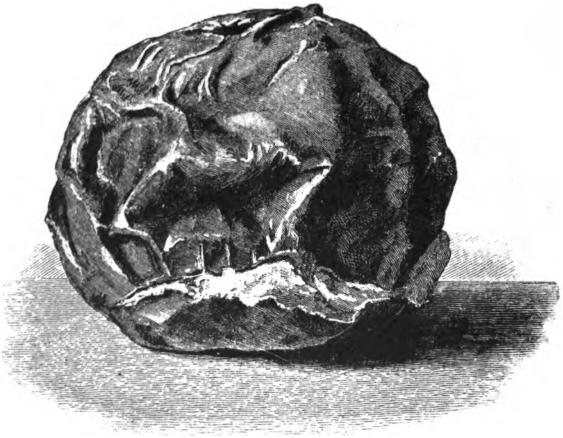
8. Tom did not seem to like the idea of living on something that had been a ball of fire, and which was still very hot inside.

THE NEW WORLD

9. 'You have seen,' his Father went on, 'a large piece of red-hot coal fall out of the fire. It begins to cool at once. The bright red becomes dull, the dull red

fades away into an ashy gray, and then it turns black. The cinder is cooling on the outside, although it may still be red inside. The Earth is much like a cooling cinder.'

10. 'I should like you to tell me one



A BAKED APPLE: TO SHOW HOW THE SKIN WRINKLES WHEN COOLED

thing more, Father, if you do not mind,' said Tom. 'The sea is level, but the land in some places is hilly, and in others flat. How is that?'

11. 'It is very much a question of heat again,' said his Father. 'A baked

apple, when hot, looks smooth and ready to burst. As the apple cools, the smooth skin falls into wrinkles.'

12. 'So it is with some parts of the crust of the Earth. These wrinkles give us our hills and vales, our mountains and plains, and help to make the Earth a pretty place to dwell on.'

LESSON 3

A BALL OF FIRE

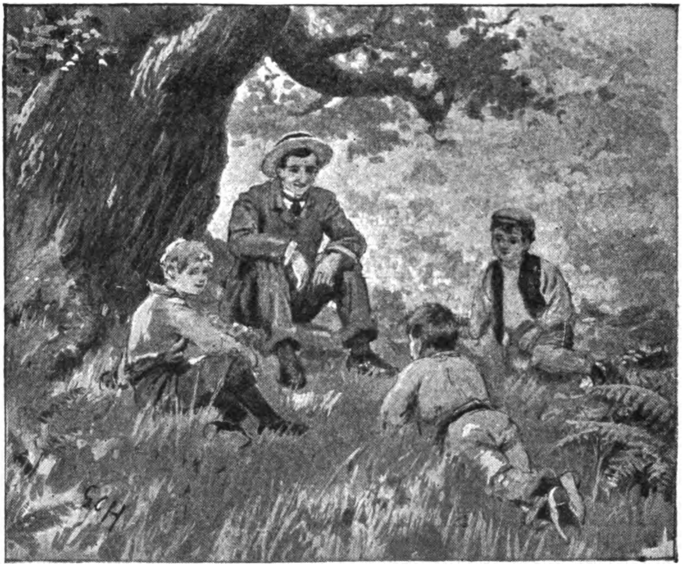
ly′-ing
cat′-tle
sought
hedg′-es
grum′-bled
weath′-er
teach′-er
scorch′-ing
try′-ing
add′-ed
twin′-kle
ex-cept′
an-oth′-er
fan′-cy
burn′-ing
plac′-ed

1. One very hot day in July a few school-boys, among whom was our friend Tom, were lying on the grass in the shade of a large tree.

2. The Sun shone with great force, and even the cattle had sought the shade of the trees and hedges, to get out of the heat.

3. It was too hot to play, and the

boys grumbled at the weather. Only one of them, Jack Lazy, thought the weather very nice, because it was too hot to do anything.



4. 'Well, boys, do you find it too hot to play?' said a well-known voice. The boys looked up, and there stood their Teacher.

5. 'Oh, Mr. Stevens,' said Tom, 'it is more than hot. The Sun is like a big fire. It is scorching.'

6. 'Well, the Sun is a big fire, Tom, a big ball of fire,' said his Teacher.

7. 'I wish some one would put the fire out, then,' said one of the older boys, 'and then we could have a game at something.'

8. 'No, you could not,' said Mr. Stevens, 'for if the fire of the Sun were put out, we should all die.'

'You do not mean that, do you?' asked Tom.

9. 'Yes, I mean every word of it. I am not trying to make a joke. All our light, our heat, and our very lives come from the Sun. Even if we could live without the Sun, we could not do any work, or have any play without its help. And I do not think any of us would like that,' he added, with a sly twinkle in his eye, 'except Jack Lazy.'

10. 'The Sun must be a very big ball of fire,' said another of the boys, named Fred Keen, 'to make us so hot, when it is so far away.'

11. 'If you saw the school on fire,'

said the Teacher, 'you would think it was a very large fire, I have no doubt.'

'We should,' said the boys.

12. 'And if the town were on fire, that would be a bigger one still. But if you could fancy the whole world to be burning, even then you would have a very small fire, if it were placed beside the Sun,' added Mr. Stevens.

LESSON 4

A DAY'S JOURNEY

coun′-tries
weath′-er
clev′-er
cook′-ed
beef-steak′
roast′-ed
sim′-ply
plac′-ing
trav′-els
jour′-ney
re′-al-ly
twen′-ty

1. 'Do you not think it would be much nicer to live in some place, where the Sun was not so hot?' asked one of the boys.

2. 'I should not care to live in any country, where there was less hot weather than we have here,' said Mr. Stevens.

3. 'Oh, but it is much too hot here,' said Fred Keen; 'we cannot even have a game.'

4. ‘It is very hot to-day, I own,’ said Mr. Stevens, ‘but there are many worse countries in the world than ours, so far as weather goes. Some are too hot, and some are too cold, and some are neither too hot nor too cold. Such places are the best for health and work, and our country is one of them.’

5. ‘But no places have any hotter days than this, do they?’ asked Tom.

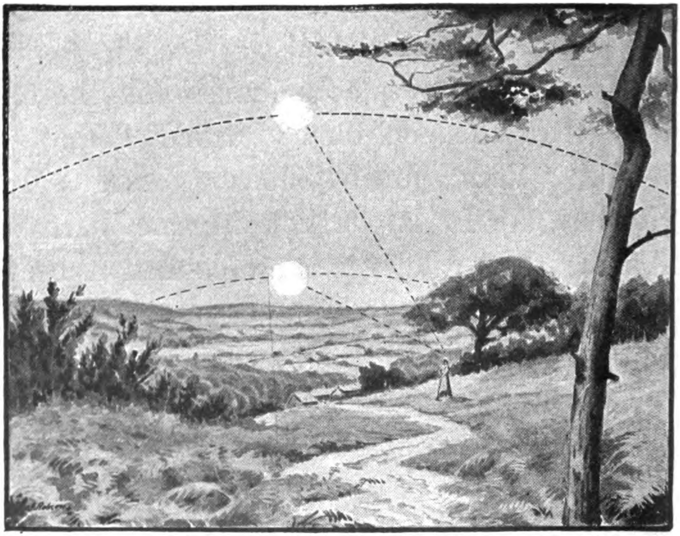
6. ‘Very much hotter,’ said Mr. Stevens. ‘It is so hot in one part of Africa, that a clever man cooked a beef-steak, and roasted some eggs, by simply putting them in a box with a glass lid, and then placing the box in the Sun!’

7. ‘It is always so much hotter in the afternoon,’ said Fred Keen. ‘It is cooler in the morning, and it is cooler at night.’

8. ‘Just so,’ said Mr. Stevens. ‘The Sun rises every morning in the east, seems to travel across the sky, and then sets in the west. Sometimes it climbs high in the sky, and makes a big curve in its day’s journey. That is in the summer.

9. ‘ At other times it does not climb so high. It then takes a shorter path through the sky. That is in the winter.’

10. ‘ Then the Sun goes a longer journey each day in the summer, than in the winter? ’ asked Fred Keen.



SUMMER AND WINTER PATHS OF THE SUN

11. ‘ Yes,’ said Mr. Stevens.

12. ‘ Why did you say “ seems ” to travel across the sky, sir? ’ asked Tom.

13. ‘ The Sun does not really travel across the sky,’ said Mr. Stevens, ‘ it is

the Earth that moves. It turns round once every twenty-four hours.'

14. 'But how does that make the Sun seem to move?' asked Tom.

15. 'You have been for a ride in a train, and seen the trees and fields rush by you, have you not?' asked Mr. Stevens.

16. 'Yes, but of course we know the trees and fields do not move, although they seem to do so. It is the train that moves,' said Tom.

17. 'In the same way, it is the Earth that moves, and not the Sun,' said Mr. Stevens; 'but we always speak of the Sun as though it did move across the sky.'

LESSON 5

THE SUN'S TRAVELS

pil′-low
morn′-ing
shin′-ing
sun′-ny
gar′-den
In′-di-an
At-lan′-tic
child′-ren
dress′-ed

1. The sun is not a-bed when I
At night upon my pillow lie;

Still round the earth his way he takes,
And morning after morning makes.

2. While here at home, in shining day,
We round the sunny garden play,

Each little Indian sleepy-head
Is being kissed and put to bed.

3. And when at eve I rise from tea,
Day dawns beyond the Atlantic Sea,

And all the children in the West
Are getting up and being dressed.

R. L. Stevenson.

LESSON 6

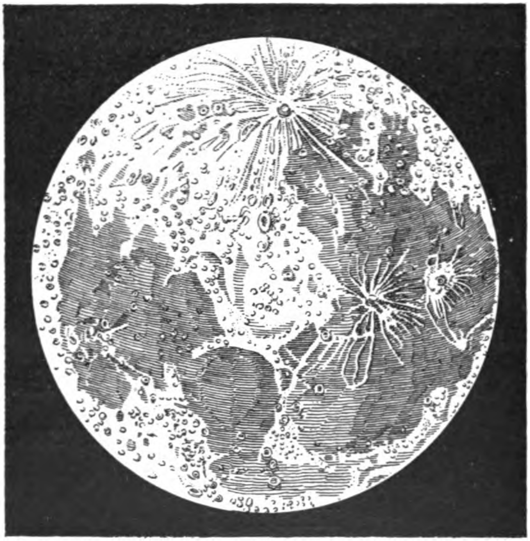
THE QUEEN OF THE NIGHT

love′-ly
gar′-den
in-deed′
rea′-son
near′-ly
look′-ed
sis′-ter
peo′-ple
patch′-es
fan′-cy
fa′-ble
liv′-ing
a-gree′
less′-er
get′-ting
in-doors′

1. ‘What a lovely Moon there is to-night,’ said Tom’s Father; ‘let us go into the garden and look at it.’

2. The Moon was indeed lovely that night. Its pale cold light made it look like a large lamp in the sky.

3. 'I can look at the Moon,' said Tom ; 'but I cannot look at the Sun, when it is bright, because it makes my eyes water.'



THE FACE OF THE MOON

4. 'The light from the Sun is so much stronger than the light from the Moon,' said his Father. 'That is the reason why you cannot look at the Sun.'

5. ‘How large it seems to-night!’ said Mary. ‘It must be nearly as large as the Sun.’

6. Tom looked round at his sister and said, ‘The Moon is not nearly so large as the Sun, Mary. It looks large, because it is so much nearer to us than the Sun. The Moon is not even so large as the Earth, and Mr. Stevens told us the other day that the Sun was many times bigger than the Earth.’

7. ‘Is there a man in the Moon, Father?’ asked Mary.

8. ‘No, my child,’ said her Father. ‘You can see some bright and dark patches on the Moon, and some people think these patches look like a face. This fancy may have given rise to the fable of the “Man in the Moon.” Of course, it is a fancy, and nothing else. There is no man in the Moon, and if there were, we could not see him.’

9. ‘But are there no people in the Moon?’ asked Mary.

10. ‘No, dear,’ said her Father. ‘There

is no air, no water, and no life in the Moon, so far as we know. None of us could live in the Moon, nor could any of the things that live on this Earth.'

11. 'But it is very nice to have a Moon, is it not, Father?' asked Mary.

12. 'Yes, I quite agree with you,' said her Father. 'The Moon gives us light by night when the Sun is away. The Moon is Queen of the Night, just as the Sun is King of the Day.

13. 'God gave us the Sun as the greater light to rule the day, and the Moon as the lesser light to rule the night. Our nights are very dark when there is no Moon. But it is getting late, and I think we had better go indoors.'

LESSON 7

THE LITTLE BOY AND THE MOON

pret′-ty
smil′-ing
bright′-ly
yel′-low
al′-most
soft′-ly
lad′-der
slow′-ly
sail′-ing

1. Pretty Moon, your face I see,
Just above the garden tree.

Are you smiling now for me?—
Moon so brightly smiling!

2. Yellow Moon, so bright, so near,
In the sky so soft and clear,
I can almost reach you here—
Moon so softly shining!

3. Bring the ladder strong and new,
Now I know what I will do.
I will climb and sail with you—
Moon so slowly sailing!

Emily Huntington Miller.

LESSON 8

A STARRY NIGHT

gar′-den
dark′-er
be-gan′
them-selves′
un-til′
seem′-ed
star′-ry
turn′-ed
twin′-kle
dur′-ing
oft′-en
sin′-gle
far′-ther
e-nough′
num′-ber
moon′-less

1. Each night, Tom and Mary went into the garden to look at the Moon, for the chat they had had with their Father had made them think much about it.

2. Each night, they saw the Moon grow

less and less, and the nights became much darker. But as the Moon grew less, the Stars began to show themselves, until the whole sky seemed full of them.

3. Mary ran in to fetch her Father. 'Oh, do come into the garden, dad,' said she. 'The sky is full of Stars. It is such a fine starry night.'

4. Her Father put on his hat, and soon all three of them had their eyes turned to the sky, to look at the Stars.

5. 'How pretty they are!' said Mary; 'and what a pity it is that they twinkle and shine only at night. Do they sink to rest in the day-time, as the Sun does at night?'

6. 'No,' said her Father. 'The Stars are always in the sky, both day and night, only we cannot see them during the day.'

7. 'But look how bright they are,' said Mary. 'Do you not think, that if such bright things are always in the sky, they could be seen both day and night?'

8. 'It is not often, that you see so many Stars in the sky, as there are to-

night, even at night-time,' said her Father; 'and in the day-time they are never seen at all. But there, I dare say Tom could tell you why it is so.'

9. 'The light of the Sun is so much greater than the light of the Stars,' said Tom, 'that it seems to blot them out. We cannot see the pale small lights of the Stars, when the great strong light of the Sun is in the sky.'

10. 'But there is no Sun at night,' said Mary, 'and sometimes there is not a single Star in the sky; or only very few of them,' she added.

11. Some of the Stars are suns, like our Sun,' said her Father; 'some are worlds like our world; and some are like our Moon. But they are all very far away, farther than the Moon, and most of them even farther away than the Sun.

12. 'Hence the light of the Moon is enough to blot out a large number of them from our eyes. It is only on moonless nights like these, that you get a real starry night.'

LESSON 9

THE LITTLE BOY AND THE STARS

twink′-le **mer′-ri-ly** **ques′-tion**
twink′-ling **won′-der** **lis′-ten**

1. You little twinkling Stars, that shine
Above my head so high;
If I had but a pair of wings,
I'd join you in the sky.

2. I do not know how old you are,
Or whether you can speak;
But you may twinkle all night long,
And play at hide-and-seek.

3. If I were with you, little Stars,
How merrily we'd roll
Across the skies, and through the clouds,
And round about the Pole!

4. The Moon, that once was round and full,
Is now a silver boat:
We'd launch it off that bright-edged cloud,
And then—how we should float!

5. Oh, tell me, little Stars! for much
I wonder why you go,
The whole night long, from east to west,
And why you go so slow?

6. ‘We have a Father, little child,
Who guides us on our way;
We never question; when He speaks,
We listen and obey.’

EVERITT.

LESSON 10

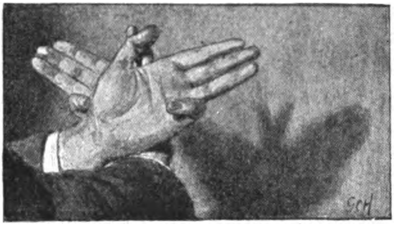
SHADOWS

broth′-er
fun′-ny
shad′-ow
but′-ter
flap′-ped
rab′-bit
want′-ed
an-oth′-er
be-tween′
cov′-er-ed
light′-ed
can′-dle
care′-ful
be-cause′
learn′-ed
through

1. One night, Tom's brother made some funny shadows on the wall. He put his hands together in such a way, that he made a shadow like a butter-fly. This shadow flapped its wings just like a real butter-fly does.

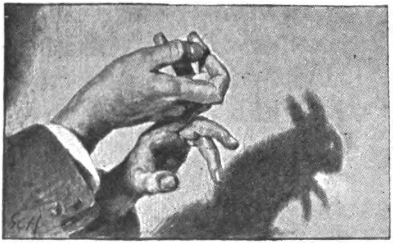
2. Then he made another shape with his hands, and Tom saw on the wall a

shadow like a rabbit. Tom laughed, when he saw the shadow open and shut its mouth, just as a real rabbit does when it eats.



3. Tom wanted to make a butter-fly like his big brother had done. He put his hands the proper way, but he could not get a good shadow at all.

4. He tried to get a shadow first on one wall, then on another, but it was of no use. His brother said, 'You will never get a shadow if you do like that. Look where I put my hands when I want to get a good shadow.'



5. Tom looked, and saw that his brother always put his hands between the light and the wall. Tom did the same,

and made first a fine butter-fly, and then a rabbit, just as his brother had done.

6. One night, Tom's brother got an old slate frame, and filled it with some thin white paper. He next found some card-board, and cut out some funny men. Then he got a lighted candle, put it on one side of the sheet, and told Tom to stand on the other side.

7. Tom saw shadows of the funny men, thrown by the light of the candle upon the sheet of white paper.

8. Next Tom tried to make the shadows. He was careful to put the pieces of card-board between the candle and the white paper, and he got some fine shadows of the funny men.

9. He then put a piece of glass between the light and the paper, but the glass did not make a good shadow, because it let the light go through it.

10. So Tom learned, that to make a shadow you must have three things : a light, something to make a shadow, and something upon which the shadow may

fall. The thing which is to make the shadow must not let the light go through it, and it must be placed between the light and the thing upon which the shadow is to fall.

LESSON 11

MY SHADOW

shad′-ow
fun′-ni-est
cow′-ard
In-di′-a
rub′-ber
no′-tion
but′-ter-cup
ar′-rant
sleep′-y

1. I have a little shadow that goes in and
out with me,

And what can be the use of him is
more than I can see.

He is very, very like me from the heels
up to the head;
And I see him jump before me, when I
jump into my bed.

2. The funniest thing about him is the
way he likes to grow—
Not at all like proper children, which
is always very slow;

For he sometimes shoots up taller, like
an india-rubber ball,
And he sometimes gets so little, that
there's none of him at all.

3. He hasn't got a notion of how children
ought to play,
And can only make a fool of me in
every sort of way.
He stays so close beside me, he's a
coward you can see;
I would not stick to Nursie as that
shadow sticks to me!

4. One morning, very early, before the sun
was up,
I rose and found the shining dew on
every buttercup;

But my lazy little shadow, like an
arrant sleepy-head,

Had stayed at home behind me and was fast asleep in bed.

R. L. STEVENSON.

LESSON 12

A FUNNY CLOCK. PART I

learn'-ing
learn'-ed
ex-cept'
af-ter-noon'
to-mor'-row
thought
brought
car'-ry-ing
teach'-er
shin'-ing
march'-ed
mov'-ed

1. The boys in Tom's class had been learning to tell the time. They were able to find out when it was twelve o'clock, nine o'clock, two o'clock, and half-past four.

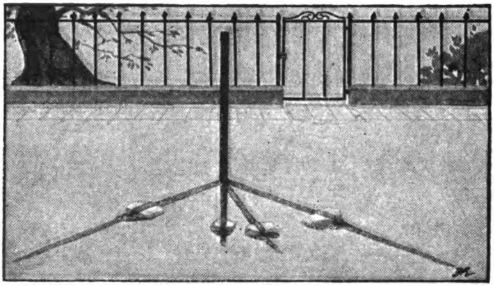
2. All the boys except two could tell these times quite well. These two boys were named Willy Late and Jack Lazy.

3. Willy Late could not tell nine o'clock, and the only time that Jack Lazy could tell was twelve o'clock.

4. One afternoon, the Teacher said, 'I want Willy Late to bring me a broomstick to-morrow morning, and Jack Lazy to bring me four large stones. Then we will begin to make a clock.'

5. Now the boys could not see, how the Teacher was going to make a clock, out of a broom-stick and four large stones. They knew that a clock had a lot of wheels inside it, and they thought it was a very hard thing to make.

6. For a wonder, Willy Late came quite early the next morning, and brought the broom-stick. Jack Lazy brought four large stones, and looked as if he had been doing some hard work in carrying them.



7. The Teacher stuck the broom-stick in the middle of the play-ground, and the boys stood round it. Just then, the church clock struck nine. The sun was shining. The boys saw that the stick

made a shadow, and the Teacher told Jack Lazy to put one of the stones in the shadow.

8. The boys next marched into school, and all the morning, they were waiting for the Teacher to begin to make the clock.

9. Just before twelve, they went into the play-ground again, and they saw that the shadow was not over the stone at all. The stick had not moved, and the stone had not moved, so the boys thought that the shadow must have moved.

10. Just then the clock struck twelve, and the Teacher told Jack to put the second stone in the shadow.

11. At two o'clock the shadow had moved again, and Jack put the third stone to show where the shadow was then. When the boys came out of school at half-past four, the shadow had moved again, and Jack put the fourth stone to mark the half-past-four shadow.

12. There were now four stones. The first marked the nine-o'clock shadow, the

second the twelve-o'clock shadow, the third the two-o'clock shadow, and the fourth the half-past-four-o'clock shadow.

LESSON 13

A FUNNY CLOCK. PART II

look′-ed
think′-ing
un-der-stand′
win′-ter
af-ter-noon′
meas′-ure
mid′-dle
low′-er
high′-er
long′-er
seem′-ed
morn′-ing

1. The boys looked at the shadows the next day at the same times, and the shadows were in the same places as before.

2. They saw that the nine-o'clock shadow and the half-past-four shadow were long, and that the twelve-o'clock shadow was very short. The two-o'clock shadow was a little longer than the twelve-o'clock shadow, but not so long as the other shadows.

3. They saw, too, that they could tell the time by looking at the place of the shadow of the stick, in much the same way as they could tell the time, by

looking at the place of the hands of a clock.

4. The Teacher had made a kind of clock, with a broom-stick and four stones, but it was not the sort of clock the boys had been thinking about.

5. There were two things they could not understand. They could not understand why the shadow moved, and why it was sometimes short and sometimes long.

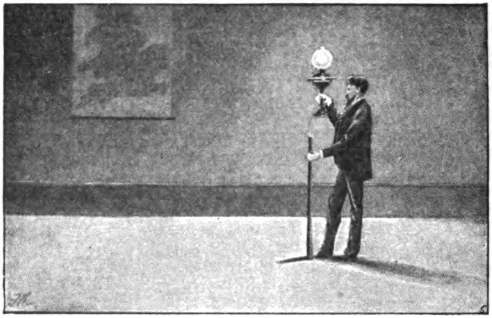
6. One winter afternoon when it was quite dark, the Teacher brought a bright lamp into the room. He told Willy to stand in the middle of the room. Then he held the light nearly, but not quite, over Willy's head. He told Jack Lazy to measure Willy's shadow on the floor.

7. The Teacher next held the light lower down, and the boys saw that Willy's shadow grew much longer.

8. The boys then understood that a low light makes long shadows, and that a high light makes short shadows.

9. They knew that at nine o'clock the

sun was not very high in the sky, that it rose higher and higher until twelve



A HIGH LIGHT MAKES A SHORT SHADOW

o'clock, and that after that, it sank lower and lower until sunset.

A LOW LIGHT MA HA

e Teach h tick
in dle of the

lamp just as the sun seemed to move across the sky.

11. First he held the lamp low, to make it like the morning sun, and then the stick threw a long shadow. He next moved the lamp, and as it moved, the shadow moved too. The higher the lamp was, the shorter the shadow became, and when the lamp stood like the sun stands at twelve o'clock, the shadow was very short.

12. He next made the light sink on the other side, just like the sun in the afternoon, and the shadow of the stick became longer and longer.

LESSON 14

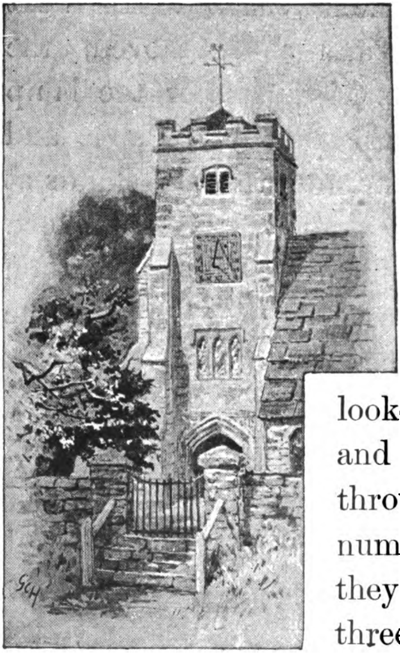
SOME MORE FUNNY CLOCKS

learn′-ed
num′-bers
call′-ed
di′-al
cas′-tle
be-hind′
pic′-ture
show′-ed
boil′-er
run′-ning
ask′-ed
peo′-ple

1. The boys learned that before men knew the way to make clocks, they had to tell the time by looking at the shadow of the sun.

2. One afternoon, as a great treat, the

Teacher took them for a long walk to an old church. Over the church door, there was a sort of clock face with numbers upon it. In the middle of the face, there was a piece of iron, which threw a shadow on the face or dial.



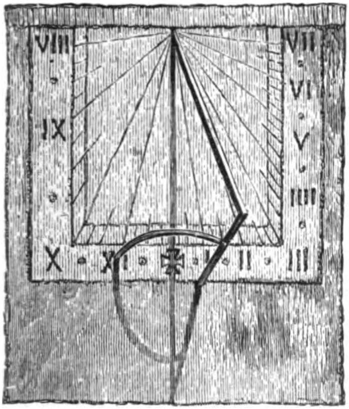
3. They learned that it was called a sun-dial. They looked at the shadow, and saw that it was thrown just over the number three. So they knew it was three o'clock.

4. The Teacher next took them to the old castle, and there they saw another sun-dial. This sun-dial was flat like a table, and not hanging up, like the sun-dial over the church door. But it had a piece of iron

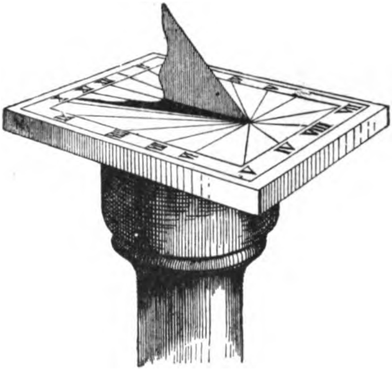
which threw a shadow, and the boys saw that it was nearly four o'clock.

5. 'Please, sir,' said one of the boys, 'that funny clock which you made in the play-ground, with a broom-stick and four large stones, was a kind of sun-dial.'

'You are quite right,' said the Teacher.



THE SUN-DIAL ON THE CHURCH



THE SUN-DIAL IN THE CASTLE GARDEN

6. Just then the sun went behind a cloud, and the boys saw that now there was no shadow on the dial.

7. Some of them asked, 'How did people tell the time on dull days, or at night, before they learned to make clocks?'

8. The Teacher took them into the castle, and showed them a thing like you see in the picture.

9. 'That's like my mother's egg-boiler,' said Tom, 'only it is much larger.'

'Yes,' said the Teacher, 'but this is not an egg-boiler. It is an hour-glass.'

10. The Teacher asked the man who took care of the old castle, if he would kindly turn the hour-glass up-side down. He did so, and the boys saw the little grains of sand, falling from the top to the bottom of the glass, in a very thin stream.

AN HOUR-GLASS

11. They looked at the sand running for a long time, and the boys got rather tired.

12. 'How long would the sand take to run from the top to the bottom?' asked one of the boys. 'Just one hour,' said the Teacher; 'and that is why it is

called an hour-glass. This hour-glass was one of the things which people used, when they could not tell the time by the sun-dial.'

LESSON 15

NORTH AND SOUTH

ar′-row	**mak′-ing**	**look′-ing**	**print′-ed**
let′-ter	**point′-ing**	**mid′-day**	**tir′-ed**

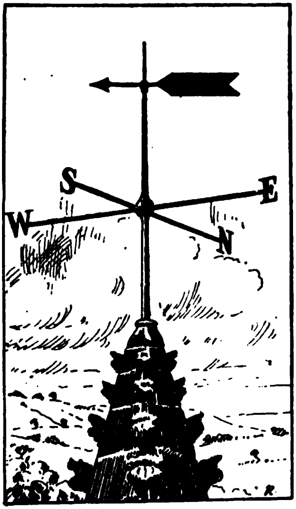
1. On the top of the school there was a large arrow, which was hardly ever still. The boys knew that it was moved by the wind.

2. Under the arrow there were four arms, and at the end of each arm there was a letter. The Teacher told them that the whole thing was called a Vane, and asked for the names of the four letters at the ends of the arms. Some boys held up their hands, but some did not know.

3. Just before twelve o'clock, the Teacher took them all into the playground, and they saw that the letters were N., S., E., and W.

4. They were then told to stand

round the broom-stick, and to look at the shadow which was just over the twelve o'clock stone.



5. The Teacher drew a long chalk line along the shadow, and told Willy to stand on this line and look at the broom-stick.

6. Willy very soon said, 'Please, sir, the sun is right in my eyes, and is making them water.'

7. 'I knew it would,' said the Teacher, 'and I will not keep you there very long. I want the boys to see that the letter S on the vane is pointing the same way as you are looking.'

8. 'The letter S stands for South, and when you are looking at the sun at mid-day, you are looking towards the South.'

9. The Teacher then printed a large

S at the end of the line that was nearer the sun.

10. 'Now turn your back to the sun,' said the Teacher, 'for I am sure your eyes must be tired.'

11. Willy was glad to do this, and all the boys saw, that he was looking just the same way as the letter N of the vane was pointing.

12. 'The letter N stands for North,' said the Teacher. 'I will put a large N at the other end of the line.' There was now a long chalk line on the ground with N for North at one end of it, and S for South at the other end.

13. All the boys now stood in a line and turned their backs to the sun. They knew that they were looking towards the North.

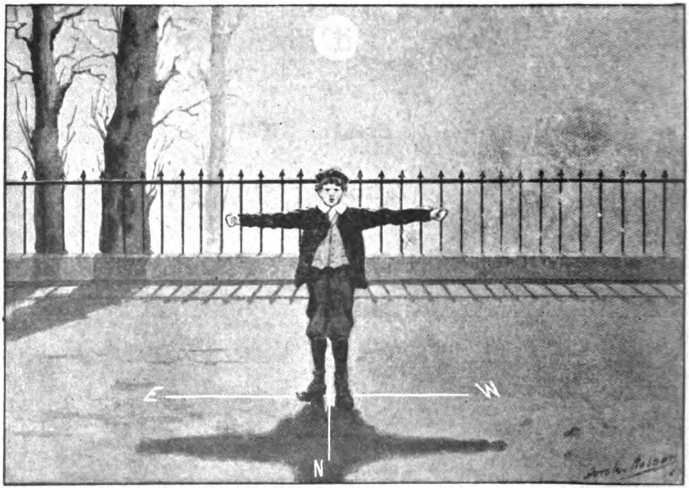
14. The School was straight in front of them, and the Church was right behind them. So the School was North, and the Church was South of the place where they were standing.

LESSON 16

EAST AND WEST

af′-ter-wards
an′-y-thing
point′-ing
to-wards′
print′-ed
stretch′-ed
match′-ed
morn′-ing
eve′-ning
lean′-ed
laugh′-ed
tir′-ed

1. Soon afterwards, the boys had another lesson in the play-ground. They first went over what they had learned about North and South.



2. The Teacher told Willy to stand

on the chalk line marked North and South, and to look towards the North.

3. 'Now, Willy,' said the Teacher, 'stretch out your arms. I will draw another line on the ground under your arms. You see that this line runs right across the first line, and is pointing to the same places as your hands are.'

4. 'Boys,' said the Teacher, 'I want you to see if anything on the vane is pointing the same way as Willy's right hand is pointing.'

5. The arm of the vane with the letter E on it, was pointing the same way as Willy's right hand. The Teacher put E at the right-hand end of the line, and told the class that the letter E stood for East. The class next learned that the letter W of the vane stood for West.

6. The boys now saw that the N, S, E, and W, which had been printed on the play-ground, just matched the same four letters on the vane.

7. 'Now,' said the Teacher. 'I want you all to say this after me; "When

I turn my back to the sun at mid-day, I am facing the North, and turning my back to the South. My right hand is pointing towards the East, and my left hand is pointing towards the West."'

8. The boys then found out that the sun was in the East in the morning, in the South at mid-day, and in the West in the evening.

9. The Teacher called Jack Lazy out, and told him to stand near the broomstick. Jack of course leaned up against it. The Teacher took the stick away, and all the boys saw that Jack's shadow was over the line marked N and S.

10. The Teacher said that Jack had done something, for he had made a shadow. All the boys laughed. The Teacher said that Jack Lazy had an easy task now, for he had nothing to do, but to stand still all the rest of the day, and make shadows.

11. He asked Jack if he would like that. Jack said that he would rather go home to dinner, and come to school to work in the afternoon. The boys laughed

again, when they heard Jack Lazy say that he wanted to do some work.

12. All were then sent home, and Jack was glad to go with them. In the afternoon Jack *did* work hard. He was tired when school was over, but not half so tired as he would have been, if he had done nothing but make shadows in the play-ground.

LESSON 17

WEATHERCOCKS

weath′-er	**pen′-cils**	**un-hap′-py**
ob′-ject	**si′-lence**	**show′-er**
oth′-er-wise	**pleas′-ant**	**steep′-le**
des-pise′	**quar′-rels**	**heed′-less**

1. The weathercocks are made, you know,
To show us whence the wind doth blow;
They turn to South, North, East, or West;
And, having faced the wind, they rest.

2. This is their object, this their aim,
For this we give them praise, not blame;

With boys and girls 'tis otherwise;
Such change in them we should despise.

3. A little girl to school comes in;
Her face is shining as a pin.
To all, her words are sweet and kind.
And room for late ones she will find.

4. She passes pencils, slates, or books
In silence, but with pleasant looks;
A merry smile plays round her mouth—
The wind blows surely from the South.

5. The afternoon comes; to her place
She goes in silence, on her face
A cold hard frown. No smile comes forth—
'Tis plain the wind is in the North.

6. Another change, perhaps, at night;
She quarrels, almost has a fight.
The wind is blowing from the East,
A wind not good for man nor beast.

7. Next morning, when she leaves her bed,
She gets out 'wrong side' as 'tis said:
Then, try to please her as we may,
She looks unhappy all the day.

8. We ask the cause—what makes her cry?
A shower of tears, her sole reply.
The wind has clearly changed again—
We know the West wind by the rain.

9. If guided by all winds that blow,
We too like weathercocks shall grow;
Let us be like the steeple found—
Firm, heedless of the changes round.

From 'Chambers's Recitation Book' for Infant Schools and Classes. By permission.

LESSON 18

TWO FAIRIES

fair'-y	**think'-ing**	**sail'-or**	**thought**
fair'-ies	**wrap'-ped**	**shep'-herd**	**o'-cean**
Christ'-mas	**cov'-er-ed**	**mount'-ain**	**o'-pen-ed**

1. All boys and girls have heard of Fairies, and on Christmas Eve, nearly all

good boys and girls have a visit from a fairy called Santa Claus.

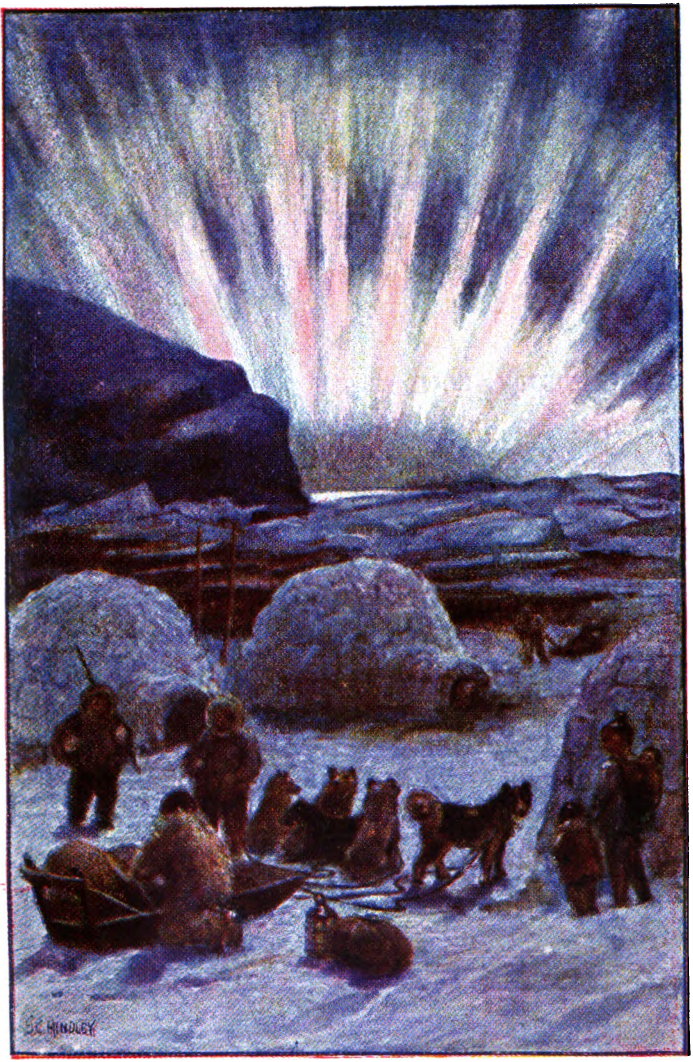
2. One night, before going to sleep, Mary was thinking about the nice things she would like Santa Claus to bring her, when she thought she saw a Fairy standing quite close to her. She was not a bit afraid, but had a good look at him.

3. He was a little old man, wrapped in a big fur cloak, which covered him from head to foot. Yet he did not seem warm, for his nose was quite blue with cold.

4. 'Are you Santa Claus?' asked Mary. 'No,' was the reply, 'I am the Fairy of the North, and I have been blown here by the cold North wind.

5. 'I live in a part of the world, where ice and snow are on the ground nearly the whole year. There, the days and nights are not about twelve hours long, as they are here.

6. 'There are only a few people in those cold lands. They are short, not much taller than you are, and they live



SCENE IN ARCTIC REGIONS. ESKIMO AND DOGS in houses made of snow and ice. They hunt white bears, seals, and whales for their food, and they live a very hard life.

7. 'Yet I like being with them much better than being here. This is too warm for me. I must get back. Good-bye.'

'Good-bye, Mr. Ice-and-Snow,' said Mary.

8. Mary shut her eyes, and when she opened them, she saw that a young, good-looking Fairy had taken the place of the little old man. Mary liked her looks and said, 'Please, who are you?'

9. 'I am the Fairy of the East,' she said, 'and I came here on the cold, dry East wind. My home is where the sun rises. I like the early morning best.

10. 'The sailor after a long night at sea looks towards the East, and is glad to see the first rays of the sun throw their red light over the ocean.

11. 'Just before day-break, the shepherd on the hill-side looks towards the East, and when he sees the snow on the mountains changing from red to gold,

SUNSET AT SEA

and then pure white, he knows that the long, cold night is past, and that day is at hand.'

LESSON 19

TWO MORE FAIRIES

ques′-tion
gen′-tle
tongues
col′-ours
cli′-mate
wheth′-er
won′-der
quick′-ly
clothes
coun′-tries
flow′-ers
or′-ange

1. Mary was just going to ask a question when she looked up, and saw that the place of the Fairy of the East had been taken by another Fairy, who seemed very gentle and very old.

2. This Fairy, when she saw Mary looking at her, said in a low, gentle voice, 'I am the Fairy of the West, and I have come on the gentle, moist West wind, from the land of the setting sun.

3. 'When you stand on a cliff in the evening, and look westwards, towards my home over the sea, you see the sun go down like a ball of fire into the water. Then tongues of fire shoot up into the sky, and light up the clouds with many

grand colours. Next the rays of light die away, and soon all is dark and still.'

4. Mary knew that when it got dark, she was always sent to bed. She began to wonder whether the Fairy of the West had anything to do with this, when she felt somebody tap her on the arm.

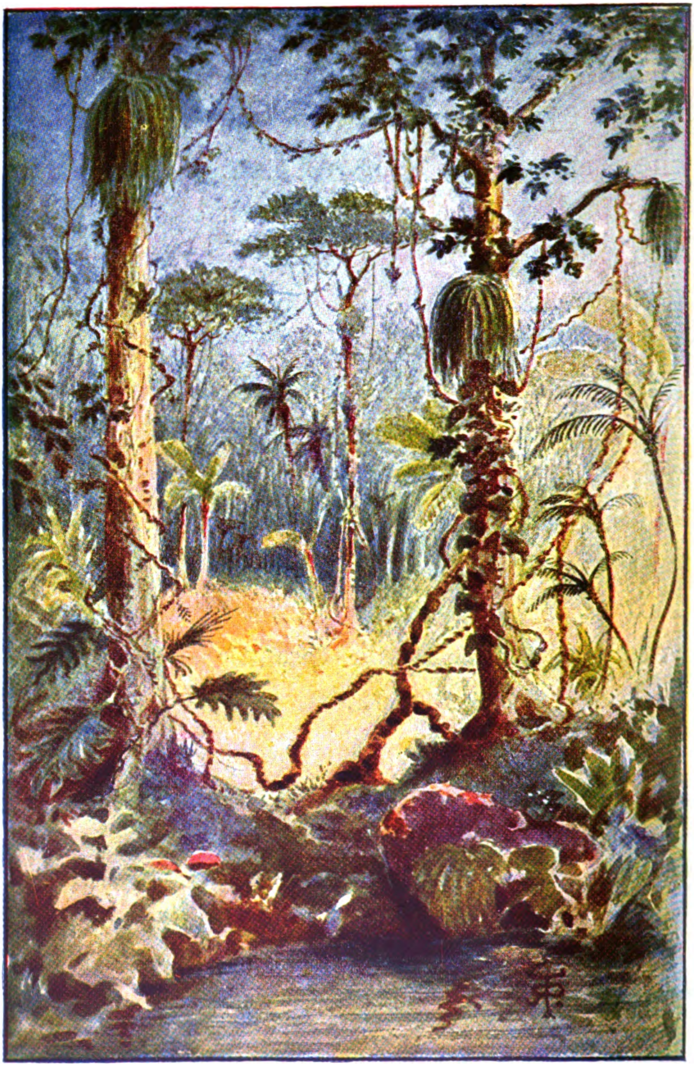
5. Mary turned round and saw a very fine, large Fairy, dressed in bright-coloured, rich clothes. The Fairy said, 'Come with me.'

6. Mary felt herself raised in the air, and found that she had to follow the Fairy. She was afraid at first. They went very quickly, much quicker than Mary had ever gone before.

7. 'Oh, please, do stop,' cried Mary. 'No, come along,' said the Fairy of the South, for that was her name.

8. They went hundreds of miles towards warmer and warmer lands, and at last they came to countries where it was very, very hot.

9. They now began to go slower, and Mary had time to look about her. She



SCENE IN A TROPICAL FOREST

saw that nearly all the people were black, and as the climate was so hot, they wore very few clothes. The flowers were very lovely, so were the birds, but they did not sing like the birds that Mary knew.

10. The trees were tall, and had very large green leaves. Nice fruits were hanging from some of the trees. Mary saw a ripe orange on one tree, and her mouth began to water.

11. She put out her hand to pick the orange from the tree. Instead of picking an orange, she woke with a start, for she struck her hand against the bed post. So the Fairies were only a dream after all.

LESSON 20

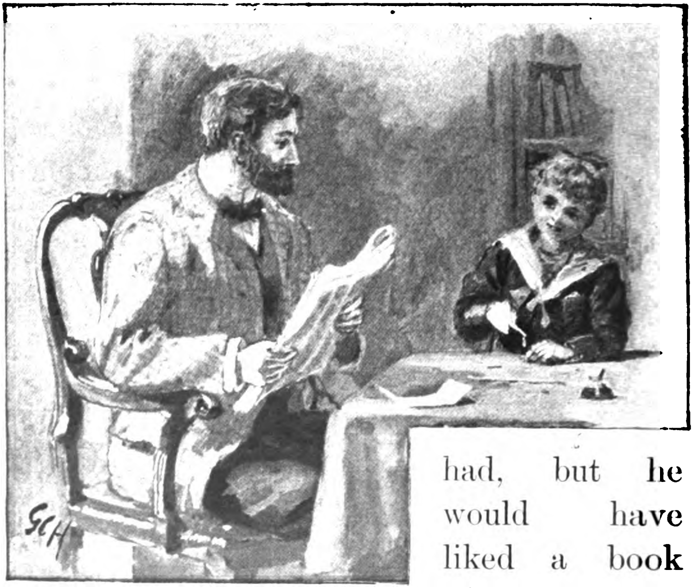
A MAGNET

com′-pass
un-der-stand′
pic′-tures
an′-i-mals
brought
fin′-ger
nee′-dle
stick′-ing
mag′-net
wood′-en
knife
pock′-et

1. Tom had begun to learn about maps and about the points of the compass. His Father said that he would bring something home for him, which

would help him to understand these lessons better.

2. Tom thought that his Father might give him a map book like his big brother had, but he would have liked a book with plenty of pictures of men and animals, that live in far-off lands.



3. His Father did not bring him either of these things, but he brought a piece of steel a little longer than Tom's finger.

4. Tom looked at it, and could not

understand how that piece of steel could help him in his lessons.

5. He did not like it at all, and put it down on the table. When he took it up again, he saw that a needle, which had been on the table, was sticking to one end of the piece of steel.

6. Tom thought this was funny, so he wiped the piece of steel to make sure that there was nothing sticky on it. Then he put one end of it again near the needle.

7. It picked up the needle as before. Then he found that the other end of the steel would also pick up the needle, but the middle would not pick it up at all.

8. 'What a funny piece of steel!' said Tom. 'What is it called?' he asked. 'It is called a Magnet,' said his Father.

9. 'I wonder if the Magnet would pick up anything else,' he said. 'You had better try,' said his Father.

10. Tom tried, and found that the Magnet would not pick up the cotton, although it had picked up the needle. It would pick up a pen nib, but not a

wooden pen holder. It would pick up a pocket knife by the blade, but not by the bone handle. Tom tried a great many other things, and found that his Magnet would pick up a nail and a key, but would not pick up a penny or a sixpence.

11. In fact, the Magnet would pick up any thing that was made of iron or steel, but it would not pick up things made of any thing else.

12. Tom thought that as the Magnet was made of steel, perhaps one steel knife would pick up another one. He tried, but he found that one knife would not pick up another.

LESSON 21

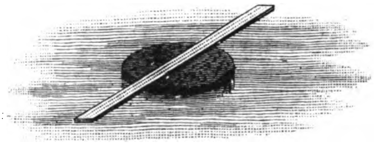
HOW TO MAKE A MAGNET

piece
knit′-ting
rub′-bed
gent′-ly
clap′-ped
float′-ed
point′-ed
win′-dow
al′-ways
to-wards′
some′-times
cot′-ton

1. 'How do men make a piece of steel into a magnet?' asked Tom.

'They rub the piece of steel with another magnet,' said his Father.

2. Tom took one of his mother's knitting needles, and rubbed and rubbed the magnet upon it; but he could not make the knitting needle into a magnet.



A FLOATING MAGNET

3. 'That is not the right way,' said his Father. 'You must always rub the same way, either always backwards or always forwards, not backwards and forwards as you have been doing. Look at me.'

4. His Father put the knitting needle on the table, so that one end was near him, and the other end away from him. He put the magnet at that end of the knitting needle, which was away from him. He held the needle quite still, and drew the magnet gently along it, until the magnet came to that end of the needle near him.

5. He took the magnet right off the

needle, and began again at that end of the knitting needle which was away from him. Then he gave another rub towards him as before. He did this about six times.

6. 'Now, Tom,' said he, 'see if this is a magnet.' Tom tried, and clapped his hands, when he found that the needle would pick up little things made of iron or steel, just as his magnet had done.

7. His Father next placed this knitting needle on a large flat cork, which floated on some water in a bowl. The cork with the needle upon it moved about at first, but soon became quite still. Tom saw that the needle pointed towards the window.

8. Tom turned the needle and cork round, but very soon the needle stopped again, and pointed towards the window as before.

9. 'I wonder if it is the same end as pointed last time,' said Tom. His Father tied a piece of cotton round the end of the needle which pointed towards the win-

dow, and moved the needle again. It soon became quite still, and the end with the cotton upon it pointed towards the window just as it had done before.

10. When Tom looked out of the window, he could see the church, which he knew was North of his house. So Tom learned how to find the North by the help of a magnet.

11. He next put on the cork a needle which had not been made into a magnet; but this needle pointed all sorts of ways, sometimes towards the window, sometimes towards the door, sometimes towards the fireplace. It did not always point the same way as the magnet had done.

LESSON 22

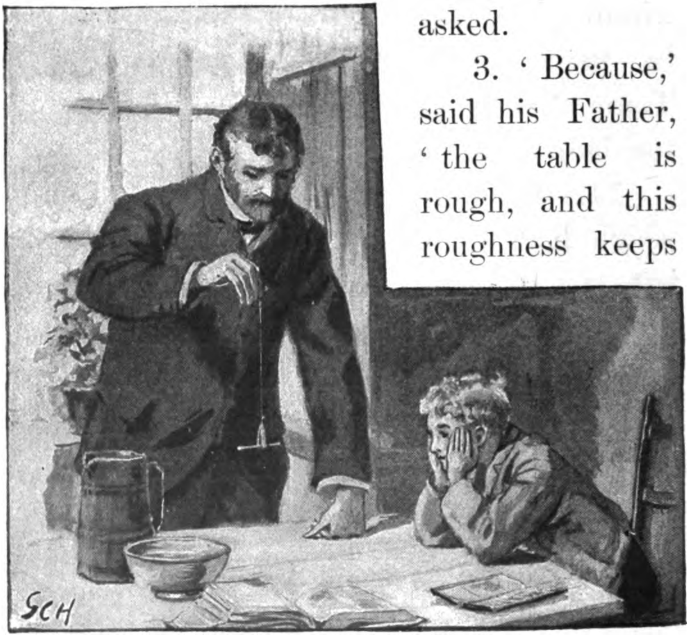
MORE ABOUT MAGNETS

stop′-ped
rough
rough′-ness
rea′-son
pre-vent′
hang′-ing
be-gin′-ning
thread
sail′-ors
float′-ing
swing′-ing
breath′-ed

1. Tom put the magnet on the table, to see if it would then point towards the

North. But it stopped just where he had put it.

2. 'My magnet does not point to the North now,' he said. 'Please, Father, tell me why?' he asked.



3. 'Because,' said his Father, 'the table is rough, and this roughness keeps the magnet from turning towards the North. The reason I put the magnet on a cork in water, was because the water was smooth, and did not prevent the magnet turning towards the North.

4. 'I have here a little paper loop hanging by a thread of silk. I will put the magnet inside it.'

5. The magnet was then hanging as you see it in the picture. It moved backwards and forwards for a long time, and just when Tom was beginning to get tired, it stopped still, and pointed towards the North, like the magnet on the piece of cork.

6. Tom then learned, that the end of the magnet which pointed towards the North was called the North End or North Pole. The other end, which of course pointed towards the South, was called the South End or South Pole of the Magnet.

7. Tom knew how to tell the North by the sun, and he now learned how to tell the North by means of the magnet. That piece of steel, which his Father had brought him, was helping him a great deal after all.

8. Tom's Father next told him, that when sailors could see neither the sun nor

the stars, they used the magnet in order to find the North.

9. Tom had been on the sea in a ship. It was quite fine and smooth when he started. Soon, however, the wind began to blow, and the ship began to rock, and poor Tom became sea-sick.

10. 'But, Father,' said Tom, 'they could not use the magnet floating on the cork, like you have done. The ship would rock, the water in the bowl would rock too, and the magnet would never get quite still.

11. 'And they could not use the magnet hanging by the thread, for the wind would blow it about. Why, when I watched the magnet swinging on the thread, and I thought that it had stopped swinging, I breathed very hard, and that started the magnet swinging again.'

12. 'You are quite right,' said his Father, 'neither the floating magnet nor the hanging magnet is used at sea.'

'Then what is used, Father?' asked Tom.

‘Well, my son, I will take you on board a ship, and you shall see for yourself,’ said his Father.

LESSON 23

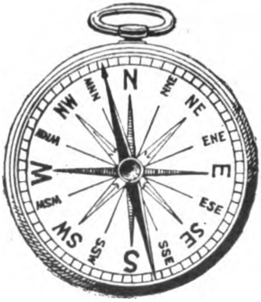
THE SCHOOL COMPASS. PART I

cup′-board
taught
ac-count′
ex-cept′
com′-pass
help′-ed
through
dri′-ed

1. One day, the Teacher brought from the cupboard something that looked like a clock.

2. ‘How dry!’ thought all the boys; ‘we are going to be taught to tell the time again, all on account of Jack Lazy, who can tell nothing else except twelve o’clock.’

3. ‘Please, sir, is that a clock?’ asked one of the boys. ‘Well, look at it,’ said the Teacher.



A POCKET COMPASS

4. The boys saw that it had only one

hand, and that, instead of numbers, the face had the letters N, S, E, and W, which they knew stood for North, South, East, and West. They listened for the tick, tick, of a clock, but could not hear any sound coming from it, so the boys felt sure that it could not be a clock, unless it had stopped as clocks sometimes do.

5. The Teacher asked them what they thought it was, and one of the boys said, 'I think it must be something which helps men to find out the North, for it has N for North on the face, and the "hand" is just over the N.'

6. 'That is quite right,' said the Teacher. 'It is called a Compass, and what you have called the hand is known as the Needle.' The Teacher took the glass cover off, and moved the Needle round.

7. The Needle moved backwards and forwards, but, at last, it stopped still and pointed towards the North.

8. 'I know what the Needle is,' said

Tom. 'It is a magnet, and it will always point to the North.'

9. 'Well done, Tom,' said the Teacher. 'Where did you learn that?' 'My Father gave me a magnet,' said Tom, 'and he helped me to find out something about it.'

10. Tom told all that he knew about a magnet, and was quite proud when his Teacher let him show the other boys how to make a magnet, and how to float it on a cork on water.

11. All the next week, the boys in their spare time were making magnets, putting them on corks and floating them on water.

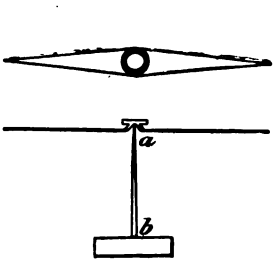
12. Even Jack Lazy made a magnet, and floated it on a cork in a pail of water. But this work made him very tired, poor boy, so he leaned on the pail and upset the water all over him. He was wet through, and had to go to bed while his Mother dried his clothes.

LESSON 24

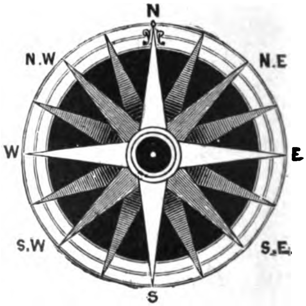
THE SCHOOL COMPASS. Part II

stick′-ing
mid′-dle
thought
brok-′en
eas′-i-ly
fit′-ted
mov′-ing
ans′-wer

1. In the next lesson, the Teacher again took off the glass cover of the school compass, but instead of swinging the needle round, he lifted it right up.



A COMPASS-NEEDLE BALANCED ON A PIVOT, *a b*



THE FACE OF A COMPASS

The boys saw that a little pin was sticking up from the middle of the card.

2. 'What a pity!' thought Tom, 'the compass is broken.'

3. But it was not broken, for when

the Needle was turned upside down, a little cup could be seen, just as you see it in the picture. The inside of the little cup rested on the needle, so as to let the needle swing round easily.

4. The boys then went over the names of the parts of the school compass. The chief thing was the needle, which must be a magnet. In the middle of this Needle there was a cup turned upside down. The cup fitted over a short peg or pin, which stuck up from the middle of the compass card.

5. This card had on it a number of letters, which are called the Points of the Compass. The Needle with its cup, the peg, and the card were shut up in a box, which had a glass top or cover.

6. They next learned how to use the school compass. First, they placed it flat on the table, with the glass cover on top. The Needle moved backwards and forwards, but at last became still, and pointed to the North. They then moved the box gently round. The compass card moved

round with the box, but the Needle stopped quite still.

7. When the N on the card came under the N on the Needle, they stopped moving the card. They then saw that the S on the card was towards the South, the E towards the East, and the W towards the West. But there were some other letters on the card, and they wanted to know what they meant.

8. So the Teacher taught them that the letters NE were short for North-East, which meant half-way between North and East. They learned too what South-East, South-West, and North-West meant.

9. The Teacher said that next morning he would ask them to tell him, which way the wind was blowing. All the boys looked at the vane and got the right answer, except Willy Late, who had not looked at the vane at all, and said, ‘North-South, sir,’ at which everybody laughed.

LESSON 25

A SHIP'S COMPASS

for-got′	**steer′-ing**	**eas′-i-er**	**how-ev′-er**
prom′-ise	**fast′-en-ed**	**rock′-ing**	**wash′-ed**
sail′-ors	**rud′-der**	**up′-right**	**o′-ver-board**

1. Tom did not forget his Father's promise to take him on board a ship. He wanted very much to see a real compass such as sailors use. Soon after they got on board, the ship started.

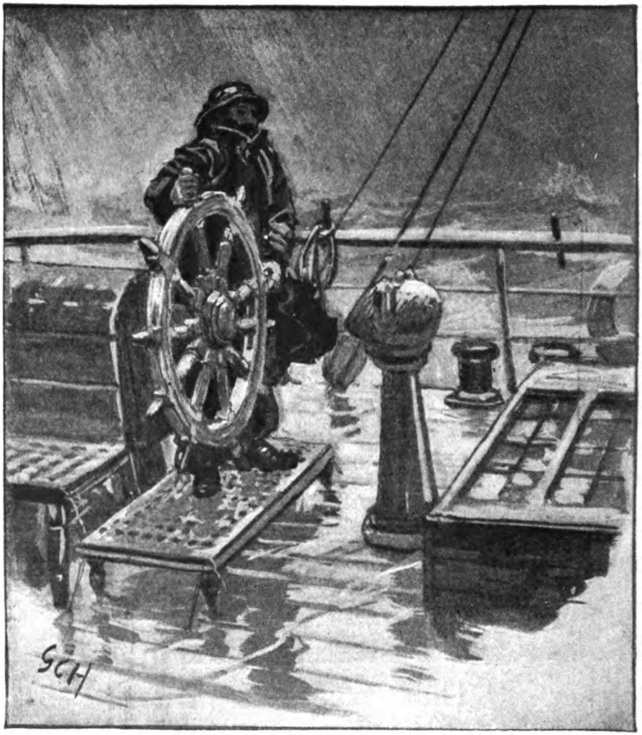
2. Tom's Father took him to the stern of the ship, and there he saw a man slowly turning a large wheel. First the man turned the wheel a little one way, and then he turned it a little the other way.

3. 'What is he doing, Father?' asked Tom. 'He is steering the ship,' said his Father. 'That wheel is fastened by a chain to the rudder, and it is the rudder which guides the ship.'

4. In front of the man who was steering, there was a kind of box on a stand, something like the one in the picture.

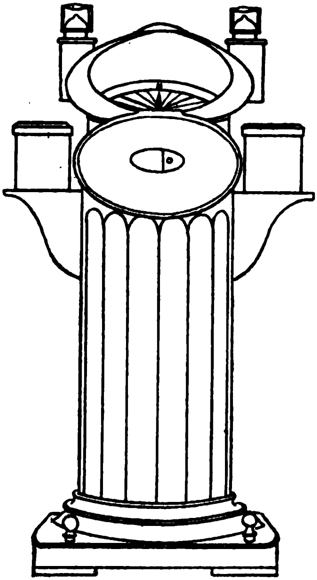
5. Tom looked through the glass face, and saw inside what looked like a card.

6. 'Why, Father,' said Tom, 'that must be the compass, for I can see the same letters upon it as I saw on the school compass.' 'That is right,' said his Father.



7. 'But I cannot see the Needle,' said Tom, 'and the card is not still, but keeps on moving first a little to one side, and then a little to the other.'

8. 'The Needle is stuck under the card,' said his Father, 'and when the Needle moves, it carries the card round with it. This kind of compass is easier for the sailor to use, than your school compass would be.'



A SHIP'S COMPASS
The compass is in the top part

9. The ship was now rocking a great deal, and Tom could hardly stand upright.

10. But he saw that however much the ship rocked, the compass card always kept level. His Father told him, that this was because the compass card was hung on pegs, in such a way, that however

much the ship might move, the compass card would always keep level.

11. Tom saw that the man at the wheel kept looking at the compass, and he understood that the compass told the man which way the ship was going.

12. ‘Does a man always have to stand there and guide the ship?’ asked Tom. ‘Yes, always,’ said his Father; ‘even in very great storms, the man at the wheel must stand at his post. Sometimes the sea sweeps right over the deck, and then the man has to be tied to the wheel, so that he may not be washed overboard.’

LESSON 26

TO BE LET

love′-ly
flow′-ers
let′-ters
al-though′
draw′-ing
path′-way
e-nough′
ru′-ler
num′-ber
a-cross′
call′-ed
twelve
liv′-ed
pret′-ty
larg′-er
bet′-ter

1. Near the edge of the town in which Tom lived was a large park. It was a lovely place, with its thick, cool, green grass, its many fine trees, its beds of

bright flowers, its strange plants, and its well-kept walks.

2. Tom came home from the park one day full of news about it. A large board had been put up near the main gates, and at the top of the board, in big letters, stood the words, ‘ To be Let.’

3. Tom could not read all the words on the board, but he saw that houses were to be built, and that the land was to be let in plots.

4. ‘ What a shame it is to build on that nice park,’ he said. ‘ It makes that end of the town quite pretty.’

5. ‘ Yes, it is a pity,’ said his Father, ‘ although I mean to build a new house there myself.’

6. Tom's grief went at once. ‘ That will be nice,’ said he.

7. ‘ I must see about the plans, too,’ said his Father, ‘ for we shall want a larger and better house than this.’

8. ‘ What are plans, Father ? ’ asked Tom, who had seen the word ‘ plan ’ on the board in the park.

9. ‘A plan is a drawing,’ said his Father. ‘You saw one on the board, did you not?’

‘Yes,’ said Tom; ‘but I did not know what it meant.’

10. ‘Well, that plan on the board shows how many new roads there are to be, the names of the new roads, which way the roads go, their length and width, and how wide the path-way is to be on each side of the roads,’ said his Father.

11. ‘But how can all that be put on a board?’ asked Tom. ‘The board is not big enough.’

‘Yes, it is, my boy, if the plan is drawn to scale,’ said his Father.

12. ‘Drawn to scale,’ said Tom; ‘please tell me what that is?’

His Father took up a flat ruler, which lay on the table. A number of lines were drawn straight across it. Some other lines were drawn only half-way across, and there was also a number of very little lines upon it, which were all drawn close to one another.

13. ‘The space from one big line to the next is called an inch,’ said his Father. ‘Count the spaces, Tom.’

Tom did so, and found there were twelve.

‘Twelve inches make a foot,’ said his Father; ‘so the ruler is just one foot long.’

LESSON 27

PLANS

draw′-ing
pa′-per
straight
breadth
meas′-ure
length
i-de′-a
ob′-ject
turn′-ed
plac′-ed
mov′-ed
sim′-ple
to-geth′-er
call′-ed
him-self′
lik′-ed

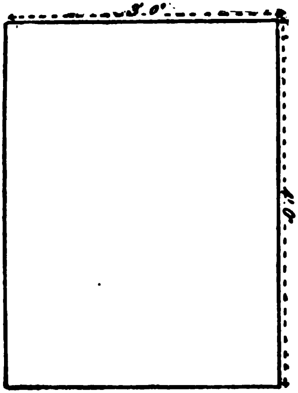
1. Tom’s Father next took a sheet of drawing paper, and asked him to note that the paper was very much smaller than the table.

2. ‘I am going to draw the plan of the table on this paper,’ said his Father; ‘and first we will find out the length and breadth of the table itself.’

3. With the aid of the ruler the table was found to be four feet long.

4. ‘Now, I will draw a straight line

four inches long on the paper, and let it stand for the length of the table,' said his Father. 'Then for every foot of length in the table, there will be one inch on the paper.'

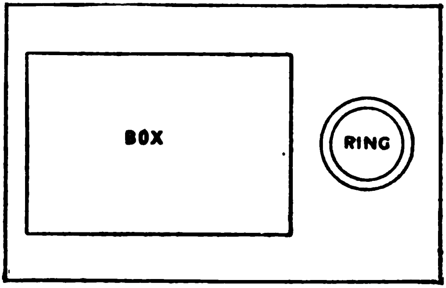


PLAN OF A TABLE

'Yes, I see,' said Tom.

5. 'Well, that line is drawn to the scale of one inch to a foot,' said his Father.

6. The breadth was found to be three feet. So another line, three inches long, was drawn from one end of the first one, and square with it.



7. 'There is no need to measure the

other two lines,' said his Father. 'We know their lengths, and can put them in at once.'

8. And so the plan of the table was drawn, and Tom had a very fair idea of what drawing to scale meant.

9. 'When the things you wish to draw are smaller than the paper on which they are to be drawn, it is very easy to draw a plan,' said his Father. 'All that need be done is to place the object on the paper, and draw lines close round it. There is no drawing to scale in such cases.'

10. His Father turned the paper over, placed a small box on it, and drew the lines round it, close up to the box, as he had said. When the box was moved, Tom saw its plan on the paper.

11. The work was new to Tom, and he liked it, so he was soon busy drawing the plans of all the simple objects he could find.

12. 'Now take two objects together,' said his Father, 'and draw their plans.'

13. In a very short time, Tom had the plans of a box and a ring drawn.

14. 'Now let us see what the plan tells us,' said his Father. But just then he was called away, so Tom tried to find out what he could learn from the plan by himself.

LESSON 28

THE NEW GARDEN

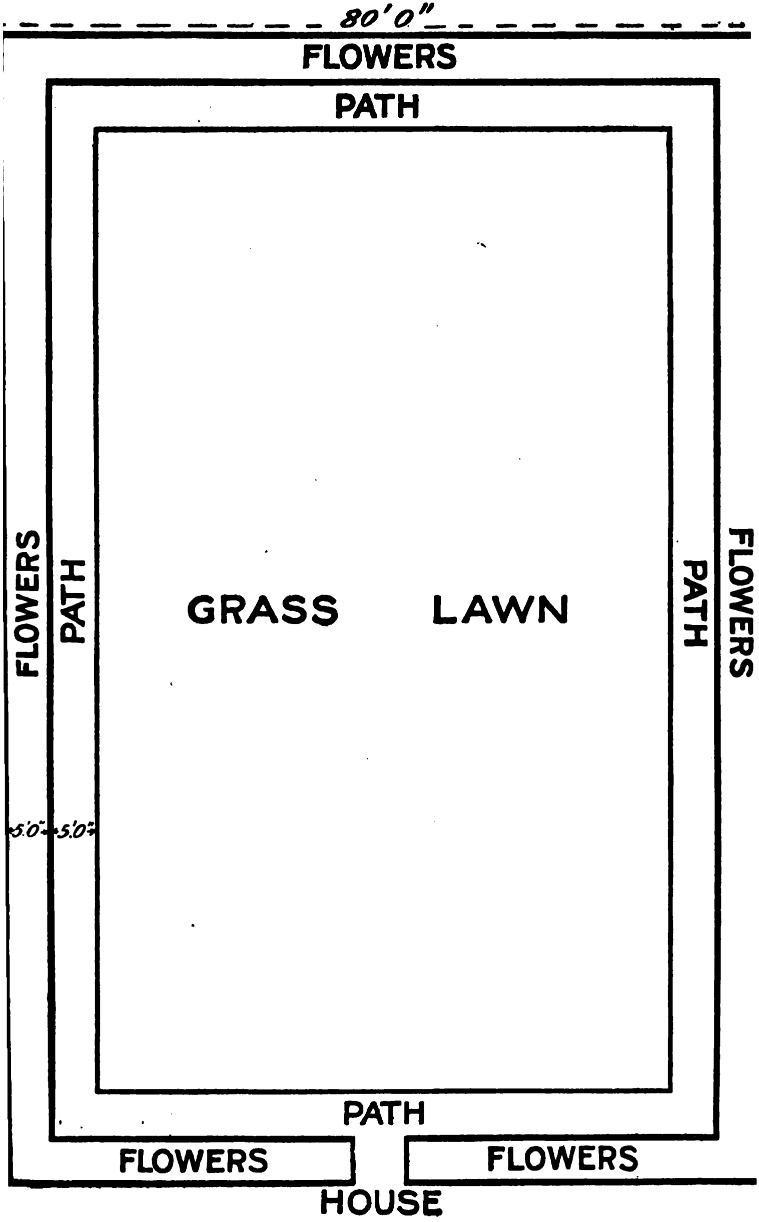
ob′-jects
po-si′-tion
dream′-ed
di-rec′-tion
draw′-ing
gar′-den
hun′-dred
eight′-y
pa′-per
al′-ter
flow′-ers
in′-side
path′-way
be-gan′
ten′-nis
quart′-er

1. In a short time his Father came back. 'Well, what does the plan tell you?' asked he.

2. 'It shows the shape and size of the objects,' said Tom; 'but I cannot see what else it does.'

3. 'Does it not tell you the position of the objects?' asked his Father.

4. 'Yes, it tells me that the box and the ring lie some little way apart from each other,' replied Tom.


80' 0"
FLOWERS
PATH
FLOWERS
PATH
GRASS LAWN
PATH
FLOWERS
5.0"
5.0"
PATH
FLOWERS
FLOWERS
HOUSE

5. ‘It also tells you direction, does it not?’ asked his Father. ‘It tells you in what direction the ring lies to the box.’

6. ‘Oh, yes,’ said Tom; ‘and, now I think of it, the plan on the board at the park gates showed the direction of all the roads.’

7. The next day Tom saw his Father drawing the plan of something. ‘Is that the plan of the new house?’ he asked.

8. ‘No, my boy; it is the plan of the garden. We shall have a fine large garden,’ said he. ‘It is to be a hundred and twenty feet long, and eighty feet wide. Come now, you shall try to draw its plan. The scale had better be a half-inch to ten feet.’

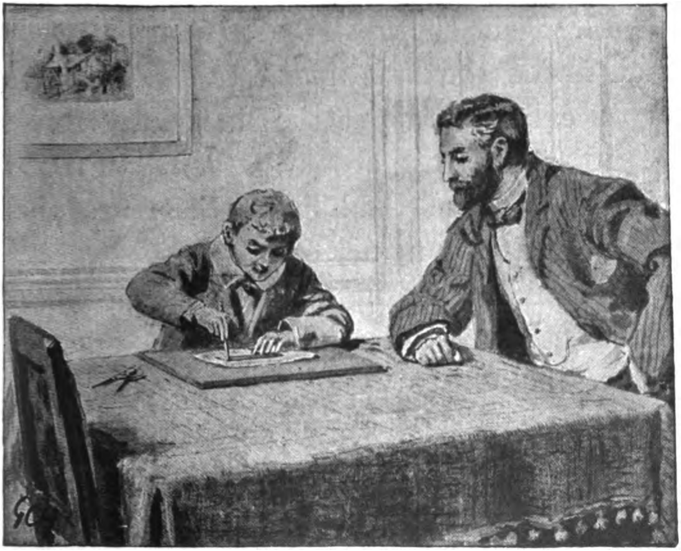
9. ‘Oh, but we had one inch to one foot, last time,’ said Tom.

10. ‘Yes, but that would be too large for the plan of the garden,’ said his Father. ‘We should want a line a hundred and twenty inches long, and the paper is not large enough.’

11. ‘But can you alter the scale to what you like?’ asked Tom.

12. ‘Yes, we can draw to what scale we like,’ said his Father.

13. ‘Then the length of the plan will be six inches, and its breadth four inches,’ said Tom.



14. ‘Just so,’ said his Father; ‘and we are going to have a breadth of five feet from the wall, all the way round, to grow flowers,’ said his Father; ‘so you must draw a line one quarter of an inch inside the other lines, all round the plan.’

15. ‘We shall have a fine lot of flowers,’ said Tom, who soon had the lines drawn in.

16. ‘I hope so,’ said his Father. ‘Then I think of having a path-way right round the garden, five feet wide also.’

17. ‘Oh, that will be a quarter of an inch inside the last lines,’ said Tom, who at once began to put the lines in.

18. ‘The rest of the garden will be a nice grass lawn,’ said his Father, ‘so that we can have a tennis court.’

19. All that night Tom dreamed of plans, gardens, and games on the grass in which Jack Lazy would not play.

LESSON 29

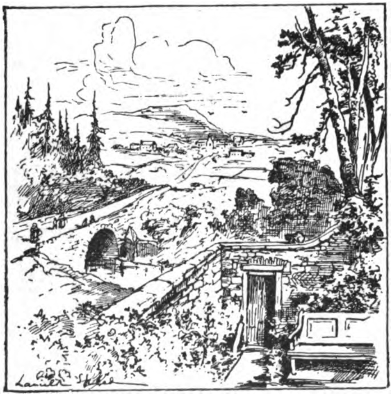
FOREIGN LANDS

cher′-ry
for′-eign
pleas′-ant
dimp′-ling
tramp′-ing
fair′-y
farth′-er
high′-er
play′-things

1. Up into the cherry tree,
Who should climb but little me?
I held the trunk with both my hands,
And looked abroad on foreign lands.

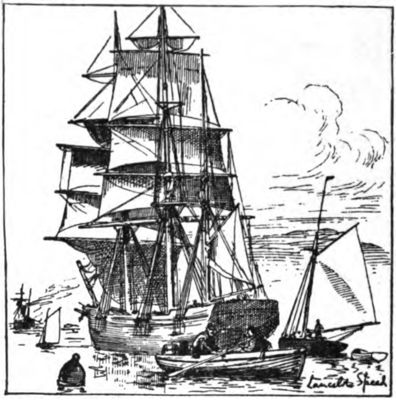
2. I saw the next door garden lie,
With all its flowers, before my eye,

And many pleasant places more
That I had never seen before.



3. I saw the dimpling river pass,
And be the sky's blue looking-glass;

The dusty roads go up and down,
With people tramping in to town.



4. If I could find a higher tree,
Farther and farther I should see,
To where the grown-up river slips
Into the sea among the ships,

5. To where the roads, on either hand,
Lead onward into fairy land,
Where all the children dine at five,
And all the play-things come alive.

R. L. STEVENSON.

LESSON 30

JACK LAZY DRAWS A PLAN

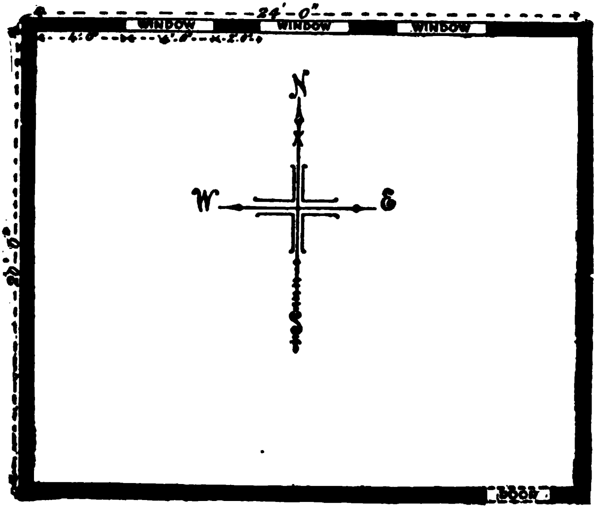
no′-ted
be-gan′
meas′-ure
twelve
rul′-er
class′-room
twen′-ty
win′-dows
be-sides′
tir′-ed
fin′-ish
your-self′
com′-pass
scale
quart′-ers
be-tween′

1. Tom's head was full of plans. He drew plans of the rooms, of the house, and of some of the things in the house.

2. His Father gave him any help that he might need, and noted, with some pride, how neat and clean the plans were.

3. The other boys began to draw plans too. Fred Keen, like Tom, did them well. Even Jack Lazy thought he would like to draw one, if the boys would measure the lengths for him. 'It is by no means bad fun,' said he, 'because you can sit down to it.'

4. But the boys told Jack that he must measure for himself, and so it came about, that one day, Jack Lazy was seen with a twelve-inch flat ruler going round the walls of the class-room, to find out the length of each.



PLAN OF A CLASS-ROOM

5. Jack found that the room was twenty-four feet by twenty, so he took the scale of one inch to four feet, and drew his plan.

6. 'Where's the door, Jack?' asked Tom, 'and what have you done with the

windows? Your room is nothing more than a big box, with no air and no light.'

7. 'I never thought about them,' said Jack. 'Besides, I was tired when I had found the size of the walls. Here, you finish it, Tom.'

8. 'No, you must do it yourself,' the boys said. And so Jack had to measure the door and the windows.

9. 'Now, Jack,' said Tom, 'before you put in the door and the windows, you had better put in the points of the compass, and then we shall not have the plan upside down.'

10. Jack knew nothing about the points of the compass. In class he was too idle to learn anything. The boys knew this, and so they put the points of the compass into the plan for him.

11. The door was three feet, and the windows each four feet wide. This gave three-quarters of an inch for the door, and an inch for each window.

12. 'How much space is there between each window?' asked Fred Keen.

13. ‘I don’t know,’ said Jack. ‘Plans may be easy, but there is a great deal of work in them.’ Jack, in his idle way, had not thought of the spaces, and so once again his flat ruler was brought into use.

14. The spaces between the windows were found to be two feet, and the space from the end of the wall to the first window four feet, and then the windows were put in.

LESSON 31

PLAN OF A CLASS-ROOM

feel′-ing	**vex′-ed**	**num′-ber**	**a-fraid′**
an-oth′-er	**ex-act′**	**fa′-ded**	**sor′-ry**
be-tween′	**ru′-ler**	**a-sleep′**	**fin′-ish-ed**
wheth′-er	**count′-ed**	**desks**	**cor′-ner**

1. ‘Well, we have made a room out of your big box, Jack,’ said Fred Keen; ‘but there are no desks yet. There must be desks to sit down at.’

2. ‘Oh, yes!’ said Jack with much feeling. ‘But I know where the desks go.’

3. 'Yes, but do you know the size of each desk, how far one desk is in front of another, what space there is between the desks, how far the desks are from the walls, how many desks there are, and whether they are all the same size?' asked Fred Keen.

4. 'I don't know, and I don't care,' said Jack Lazy in a pet. 'I would never have tried to draw the plan, if I had known there was so much work in it. Why can't we guess at the desks? We know how many there are, and where they stand.'

5. 'Don't be vexed,' said Tom. 'You will draw your plan yet, and when it is done you will feel proud of it. We could guess the size of the desks, and their places, but then we should have a rough plan only. We want an exact one.'

6. And so poor Jack had to do some more work the next day. He took his flat ruler and found out the size of one desk, and then, to make sure, counted the number of desks.

7. Then he found the space between the desks and the wall. He sat down near the wall, and leaned his back against it. The plan faded out of his mind, and soon he fell asleep. And there the man, who used to sweep out the school each day, found him.

8. When the boys met that night to go on with their plans, Jack was in fault again. He had not all the sizes and

spaces that he ought to have had, and so he could not do much at the plan.

9. 'Never mind,' said Tom. 'I was afraid you might fall asleep before the work was done, and so I did it myself.'

10. 'That was very kind of you, Tom,' said Jack; 'for you know work does not suit me.'

11. 'I know you are idle, and I know that you will be sorry for it some day, when——'

But Jack had gone to sleep again!

12. The boys finished the plan, and wrote Jack's name down in the corner; but Jack never spoke again about his plan for many a day.

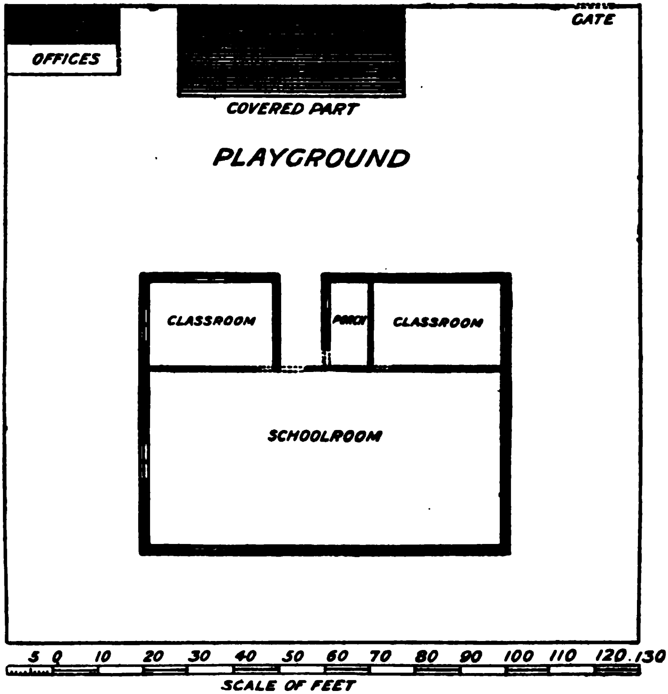
LESSON 32

MORE PLANS

draw′-ing
play′-ground
un-til′
fin′-ish-ed
small′-er
be-cause′
vil′-lage
Lon′-don
un-less′
it-self′
cor′-ner
plain′-er
an′-y-one
riv′-er
col′-our
a-gainst′

1. Tom's Father was glad to see that his boy was fond of drawing.

2. 'You might make a plan of the school and play-ground,' said his Father. 'It will take you some time to get the lengths of all the walls, floors, and spaces, but it will make a good drawing when it is done.'



PLAN OF SCHOOL AND PLAY-GROUND

3. Tom was only too glad to do it,

and so his Father lent him a two-foot rule. Tom took the rule to school with him each day, until he had the lengths of all the walls and spaces.

4. The plan was then drawn to scale, and very neat and nice it looked when finished.

5. 'In such a plan, the desks can be shown only as straight lines,' said Tom.

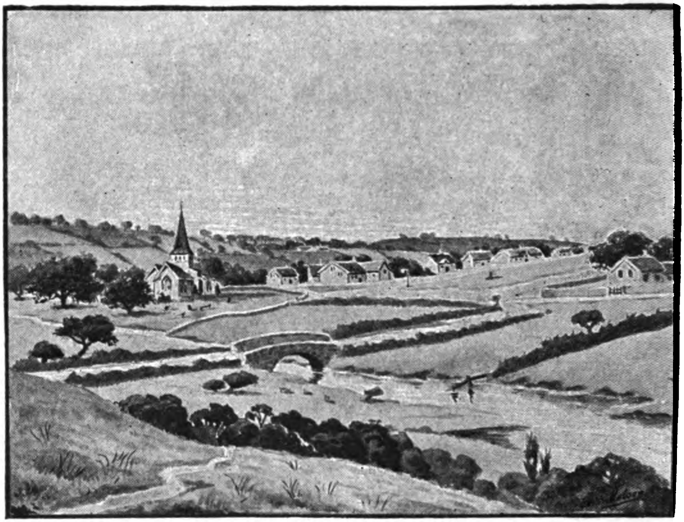
6. 'That is because the scale is so small,' said his Father. 'The larger the space to be drawn the smaller the scale.'

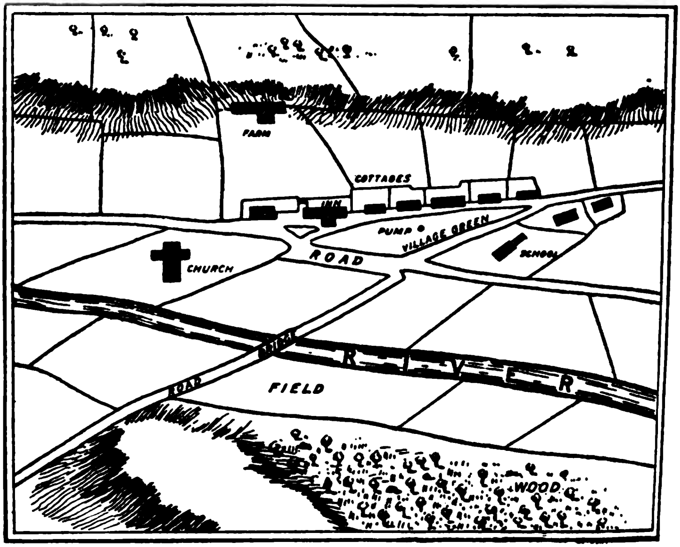
7. 'Now just watch me make a rough plan of the village near the town. I want to see if you can point out the chief things in the village, from my plan.'

8. 'There's the London Road,' said Tom; 'but I do not know what that small patch is, unless it is the church.'

9. 'It is the church,' said his Father. 'The plan covers a large space, and so the church looks no more than a small, dark patch.'

10. 'But what is that long, dark patch




FARM
COTTAGES
INN
PUMP
VILLAGE GREEN
SCHOOL
CHURCH
ROAD
BRIDGE
RIVER
ROAD
FIELD
WOOD

on one side of the London Road?' asked Tom.

11. 'That is where all the houses are,' said his Father. 'The long dark patch stands for the houses, because each house is too small to be shown by itself.'

12. 'The little trees in the corner stand for the wood, do they not?' asked Tom.

13. 'Yes,' said his Father. 'Of course you need not put the small trees in, but it makes the plan plainer to the eye. We might have put the word "woods" there, and left the trees out.'

14. 'It's just as well that the river winds about a bit,' said Tom, 'else I do not see how anyone who does not know the village, is to tell which is a river, and which is a road.'

15. 'We can shade or colour the river,' said his Father, 'or we could write the name against each. That is done in most plans.'

LESSON 33

A BLOCK PLAN

stud′-y
spac′-es
al-though′
brought
a-part′
vil′-lage
it-self′
sim′-ply
shad′-ing
call′-ed
o′-pen-ed
Eng′-land
coun′-try
coun′-tries
i-de′-a
mean′-ing

1. His Father then went into his study and brought out something, which he laid on the table. ‘What is that, Tom?’ he asked.

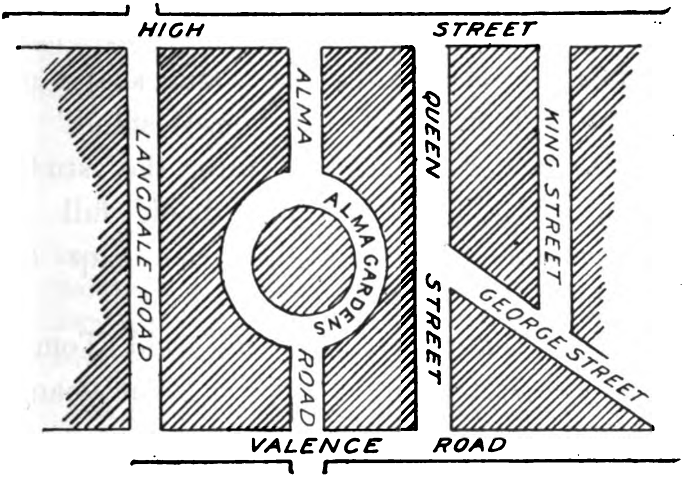
2. Tom could not say what it was. It was something like a plan, but the spaces between the streets were all made dark.

3. He caught sight of the name of their own road. He also saw the names of some of the roads near their house. He thought it must be a plan, although not quite like any of the plans he had seen.

4. ‘It seems like a plan,’ said Tom.

‘It is the plan of our part of the town,’ said his Father. ‘Now, Tom, find our house.’

5. He could not. None of the houses were shown apart from the others. Whole blocks were drawn as though they were one house. He had seen something like it in the plan of the village.



A BLOCK PLAN

6. 'It seems that there are too many houses to show each one by itself,' said Tom.

7. 'Just so,' said his Father. 'A whole block of houses is shown by simply shading the ground on which they stand. Such a plan is called a Block Plan, and it

is used for plans of towns, or parts of towns.'

8. 'Then there are two kinds of plans,' said Tom; 'the Block Plan and the other kind.'

9. 'Yes,' said his Father, 'and the other kind is known as the Ground Plan, because it shows the size and shape of the ground on which the houses stand.'

10. His Father went into the study again, brought out a large book full of maps, and opened it at the map of England.

11. 'That is not a plan,' said Tom; 'that is a map. We have a great many of them in our school.'

12. 'Well, we might call a map a very large plan,' said his Father. 'When we want to show the plan of a very large tract of land, a part of a country, a whole country, or a great many countries, we do so by means of a map.'

13. 'The scale must be very small for a map,' said Tom.

14. 'Very small,' said his Father.

'But a map is of great use to us, in spite of its small scale.'

15. 'I have some idea of its uses,' said Tom, 'but I am not quite sure that I know what all these marks upon it mean.'

16. 'Well, you can soon learn the meaning of a map, my boy,' said his Father.

LESSON 34

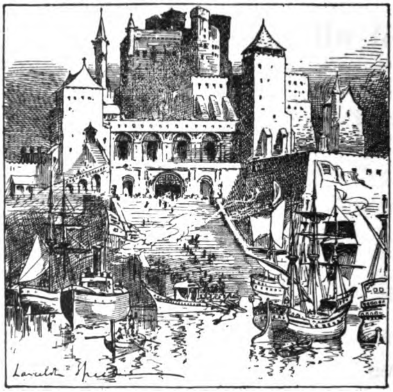
BLOCK CITY

cas′-tles
pal′-a-ces
tem′-ples
scat′-ter-ed
car′-pet
ves′-sels
pil′-lar
or′-der-ly
sail′-ors
re-mem′-ber
build′-ing
so′-fa

1. What are you able to build with your blocks?
Castles and palaces, temples and docks.
Rain may keep raining, and others go roam,
But I can be happy and building at home.

2. Let the sofa be mountains, the carpet be sea,
And there I will build a city for me:

A kirk and a mill and a palace beside,
And a harbour as well where my
vessels may ride.



3. Great is the palace with pillar and
wall,
A sort of a tower on the top of it all,

And steps coming down in an orderly way
To where my toy vessels lie safe in the bay.

4. This one is sailing, and that one is moored:
Hark to the song of the sailors on board!
And see on the steps of my palace, the kings
Coming and going with presents and things!

5. Now I have done with it, down let it go!
All in a moment the town is laid low.

Block upon block lying scattered and free,
What is there left of my town by the sea?

6. Yet as I saw it, I see it again,
The kirk and the palace, the ships and the men,
And as long as I live, and where'er I may be,
I'll always remember my town by the sea.

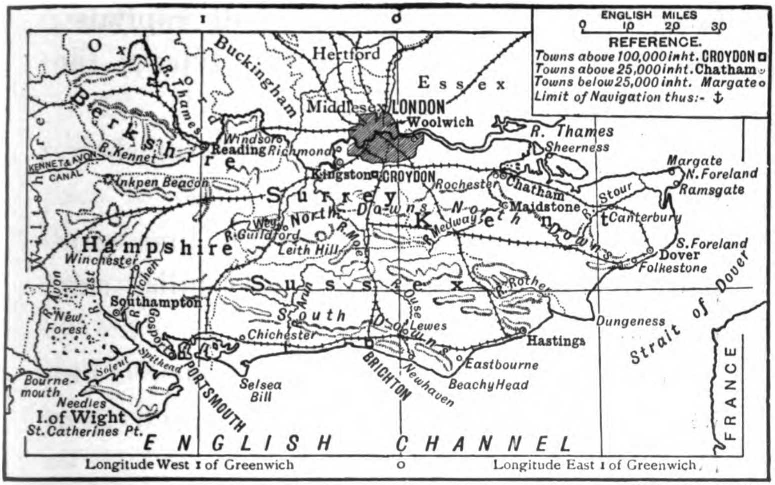
R. L. STEVENSON

LESSON 35

A MAP

al-read′-y
wa′-vy
va′-ries
cap′-i-tals
shad′-ed
patch′-es
mount′-ains
Eng′-land
rail′-ways
ca-nals′
col′-our
coun′-try
coun′-ty
com′-pass
dis′-tance
po-si′-tion

1. ‘I am sure you already know, that the small marks on a map stand for large spaces, so that a map can show us large spaces in a small way only,’ said his Father.



Walker & Boutall sc.

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THE SOUTH-EASTERN COUNTIES

large spaces, so that a map can show us large spaces in a small way only,’ said his Father.

'Yes, I can quite see that,' said Tom.

2. 'A river, many miles long, becomes a mere wavy line on a map,' said his Father. 'A town is shown by a dot, or a little square mark, the size of which varies with the size of the town.'

3. Tom was all eyes and ears, and so his Father went on. 'The names of the towns are not all in the same type. The large towns are named in small capitals; the smaller towns in thick type; the smallest towns in thin type.'

4. 'Then there are two ways of showing the size of a town,' said Tom.

5. 'The thick, dark, shaded lines and patches are the mountains and hills,' said his Father.

6. 'I thought so,' said Tom; 'but what is that thick, wavy line, which goes nearly all round England?'

7. 'That is the coast line,' said his Father. 'It marks the land next to the sea. It shows you where the land ends, and the sea begins.'

8. 'What are these straight lines,

which join one town with another?' asked Tom.

9. 'They may be railways or canals,' said his Father. 'You will see a canal in the West side of the map.'

10. 'What are these patches of colour on the map, Father?' asked Tom.

11. 'Each of these patches marks out a part of the country, which we call a county or shire. There is our county,' said his Father, pointing to a red patch.

12. His Father then pointed out the scale of miles, and the points of the compass to Tom. 'By the aid of the former,' he said, 'we can tell the length and breadth of the country, or the distance between any two places. By the aid of the latter, we can tell which is the North, South, East, or West of the country, and so we can get a rough idea of the position of any spot or place.'

13. 'What a great deal the map teaches us,' said Tom.

14. 'This is not all that a map tells us,' said his Father. 'As you pass from

class to class on your way through the school, the use and meaning of a map will every day become clearer to you.'

LESSON 36

SOME FUNNY HOUSES *

built
mount'-ains
wood'-en
slop'-ing
shel'-ter
an'-i-mals
fa'-mous
o'-ver-flow
neith'-er
heat'-ed
light'-ed
wretch'-ed

1. Most of the houses which you see are built of brick. Sometimes they are built of stone, and you may have seen houses that are built of wood.

2. Many of the houses built among mountains are made of wood. Here * is a picture of a strange wooden house. Such a house has a long sloping roof, which is built so as to shelter the house from the snow, which often falls in winter.

3. Only a part of this house is used for living in. In the winter, a part is used as a shelter for horses, cows, sheep, goats, and pigs, and another part is used

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* See Frontispiece.

as a store-house for food for man and beast. In winter time, a man can look after all his animals without going out of doors at all.

4. In some parts of the world, men have to move from place to place in search of food for themselves, or for their sheep and cattle. They do not build houses, but live in tents which they can put up and take down with ease. The Arabs are the most famous people who live in tents.

5. In some parts of South America there are many large rivers. These rivers overflow their banks at least once a year, and wash nearly everything away for miles around.

6. The Indians, who live in those parts, sometimes build their houses in the trees, high above the highest place to which the water ever rises.

7. Sometimes they drive long poles into the ground, and build their houses on the tops of them.

8. In the cold North, the people have

neither wood nor stone with which to build houses. So they build their houses of bricks, but the bricks are made of hard snow. They use a slab of ice for a window. The inside of this snow house is not cold, as you might think it would be. It is heated by a lighted lamp, and is quite warm and cosy.

9. Many black men build huts made of mud or clay. The door is a hole near the ground. The black man has to crawl on his hands and knees in order to get into his hut. The inside is often dark, and always very dirty.

10. Perhaps the worst house in the world is made by the poor black man, who digs out a hole in the ground with his hands, and covers it over with a few boughs and leaves. He then crawls into his wretched home.

HEATHEN TOYS

1. Black boy's top. 2. Red Indian boy's bow and arrow. 3. Black girl's doll.
4. Chinese boy's drum. 5. Brown boy's football.

LESSON 37

OTHER CHILDREN'S TOYS

thought
yel′-low
Af-ri-ca
A-mer′-i-ca
wher-ev′-er
pret′-ty
spin′-ning
na′-ked
bounc′-es
quick′-ly
fin′-est
pic′-ture

1. You all know what dolls, tops, balls, and kites are. Perhaps some of you have not thought that there are black boys and girls, and red boys and girls, and yellow boys and girls, and brown boys and girls.

2. The black boy lives in Africa, the red boy in some parts of America, the yellow boy in China, and the brown boy in India.

3. Now wherever you find boys and girls, you are sure to find toys of one kind or another.

4. Here* is a picture of a doll with which a little black girl plays. You may think it is very ugly, but she thinks it is very pretty indeed.

5. The black boy, too, has his toys. Here* is a black boy's top. It is made

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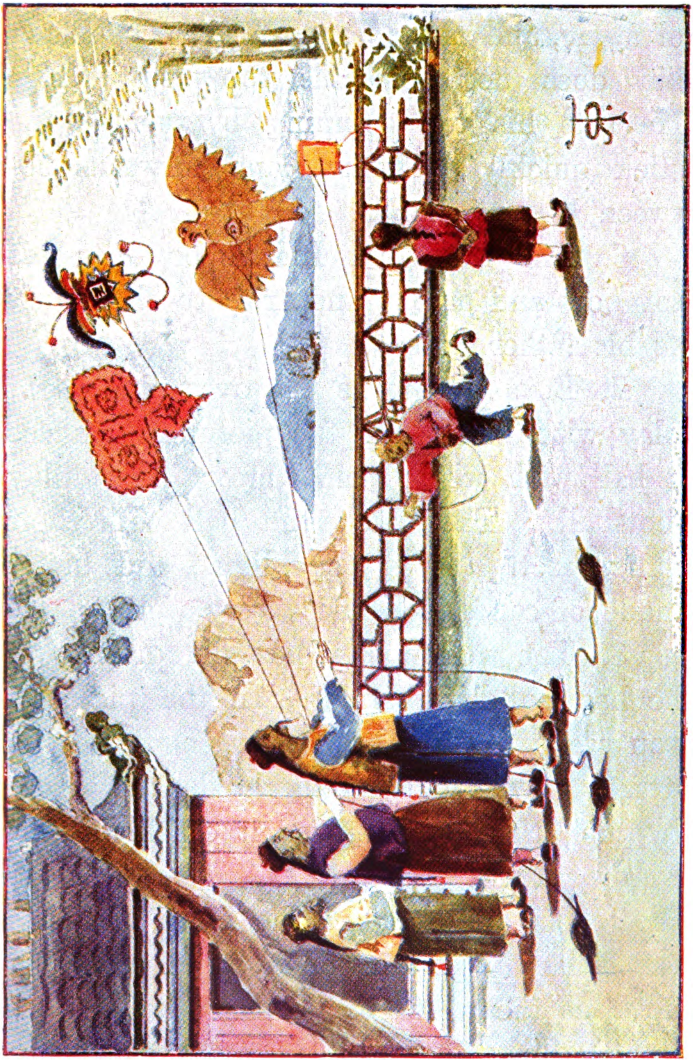
* See previous page.



FLYING KITES IN CHINA

of stone, and has a long stick. The black boy does not spin his top with string. He sets his top spinning by turning the stick quickly backwards and forwards between his two hands.

6. The little red Indian boy has his toy bow and arrow, and tries to shoot just as his father does.

7. Boys and girls all over the world play with balls. In the picture * you see a ball with which some brown boys play foot-ball. They kick the ball with their naked feet. It is very light, and being made of cane, it bounces very well.

8. The yellow boy has his drum, but he has no drum sticks. In the picture * you see two large beads hanging from the drum. The yellow boy holds the drum by the stick, and moves it quickly backwards and forwards.

9. The beads strike the drum, and thus the yellow boy can make quite as much noise as the white boy does.

10. The finest kites in the world are

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* See p. 117.

made in China, the home of the yellow boy. But in that strange land the fathers fly the kites and the boys look on.

LESSON 38

SOME SCHOOLS IN OTHER LANDS

French
Ger′-man
hard′-ly
Brit′-ish
cross′-ed
less′-ons
shav′-ed
plaits
of-fend′
fun′-ny
un-luck′-y
dis-grace′

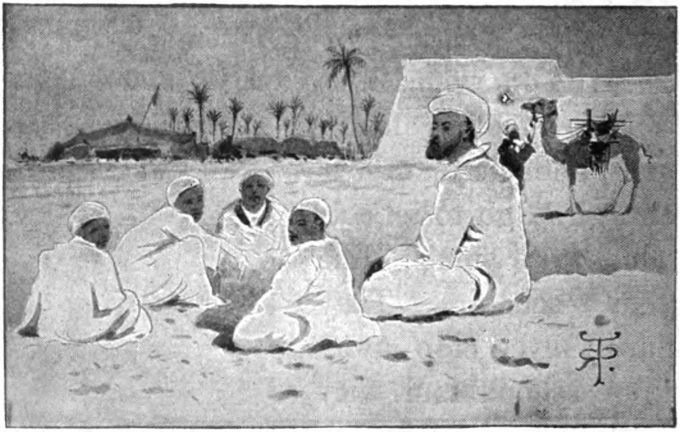
1. You would like to hear about some schools in other lands. French boys and girls, and German boys and girls, go to schools which are much like your school. They hardly ever stop away from school, and they work very hard when they are there. In this way they are better than some British boys and girls.

A GERMAN SCHOOL-BOY

2. But you would like to hear about some schools, that are very little like your school.

3. Here is a picture of an Arab school. It is often held in a part of an Arab church. Only a few Arab boys go to school, and Arab girls never go at all.

4. There are no desks and no forms. The Master and the boys sit on the ground with their legs crossed.



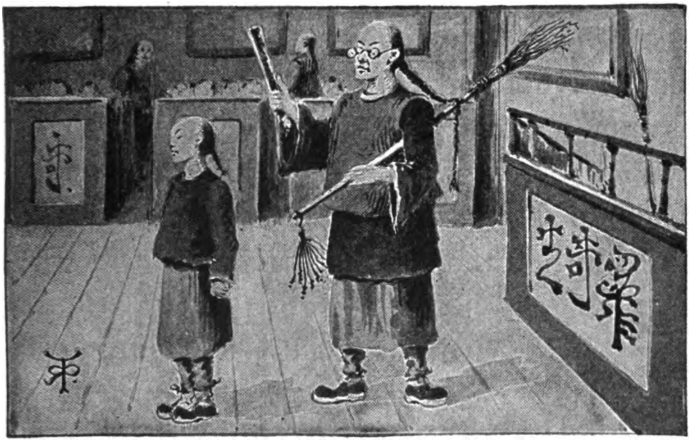
AN ARAB SCHOOL

5. The Master does not teach a class all at once, like your Teacher does. He calls up each boy in turn, and hears him say his lessons.

6. The other boys either learn their lessons, or talk and play just as they

please. They do not use slates or paper, but sometimes they write on sand with a sharp stick.

7. In China, there are many schools for boys, but very few girls ever go to school. A Chinese boy does not wear his hair as boys in this country do. All his head is shaved except a round piece at the back. Here his hair grows long.



A CHINESE SCHOOL

8. He plaits this long hair, which is called a pig-tail, and he is very proud of it. You would offend a Chinese boy very much if you pulled his pig-tail.

9. Each Chinese school-boy has a desk to himself, and he never talks in school. His Master teaches only one boy at a time. When the Chinese boy says his lessons, he always turns his back on his Master. That is very funny, is it not ?

10. He is often beaten very much, but he does not seem to mind so long as he is not beaten with a broom. A beating with a broom is a sad disgrace, and the Chinese boy thinks that it makes him unlucky all the rest of his life.

LESSON 39

FOREIGN CHILDREN

In′-di-an
Sioux (Su)
Es′-ki-mo
Jap-an-ee′
scar′-let
os′-trich
tur′-tles
wear′-i-ed
cu′-ri-ous
prop′-er
frost′-y
eat′-en

1. Little Indian, Sioux (Su), or Crow,
Little frosty Eskimo,
Little Turk or Japanee,
O ! don't you wish that you were me ?

Hindoo Japanese Turk Eskimo

TYPES OF GIRLS

2. You have seen the scarlet trees,
And the lions over seas;
You have eaten ostrich eggs,
And turned the turtles off their legs.

3. Such a life is very fine,
But it's not so nice as mine:
You must often, as you trod,
Have wearied not to be abroad.

4. You have curious things to eat,
I am fed on proper meat;
You must dwell beyond the foam,
But I am safe and live at home.

5. Little Indian, Sioux, or Crow,
Little frosty Eskimo,
Little Turk or Japanee,
O! don't you wish that you were me?

R. L. STEVENSON.

Sioux (Su), Crow: a tribe of North American Indians.
Eskimo: people who live in the frozen North.

LESSON 40

GIANT STEAM

ket′-tle
won′-der
bub′-ble
pop′-ped
strong′-est
small′-er
talk′-ed
laugh′-ing
lis′-ten-ed
re-mem′-ber
run′-ning
want′-ed

1. Mary sat looking at the kettle on the fire. She could hear it singing. ‘If it could only talk,’ said Mary to herself, ‘I wonder what it would say.’

2. 'Bub, bub, bub, bub—bubble—pop!' went the water in the kettle, and out popped a cloud of steam.

3. 'Hallo!' it said, 'I am Giant Steam. I have just come from the boiling water in the kettle. I am one of the strongest things in the world. I drive trains along the rails, and ships over the sea.'

4. Mary saw that Giant Steam was getting smaller and smaller. 'Make haste,' said he, 'and catch a little of me. Get anything cold, a plate or a slate, but make haste.'

5. Mary got her slate, put it into the steam, and saw that it was covered with little drops of water.

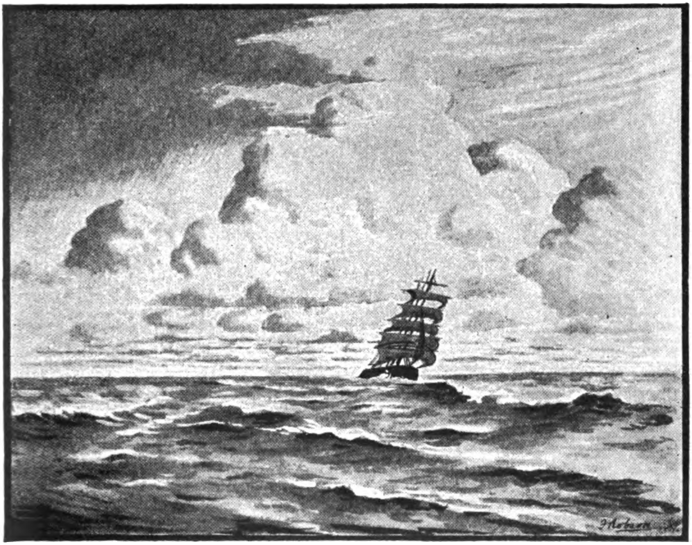
6. 'Where are you going, Giant Steam?' asked Mary, for she had talked to Fairies and was not at all afraid.

7. 'I am going to hide myself in the air. I shall rise higher and higher, and by-and-by, I shall come to some very cold parts.

8. 'The cold there will act like your cold slate did, and will turn me back again

into little drops of water. The clouds you see in the sky are made up of little drops of water.'

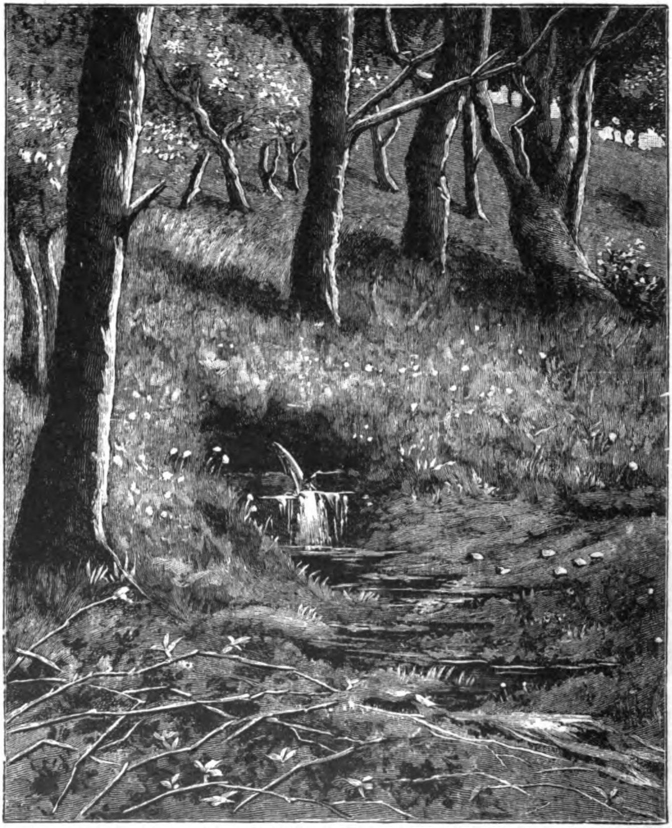
9. 'Well, you are a queer thing,' said Mary. 'First of all you are Water, then you are Giant Steam. Next, you go and hide yourself in the air, so that I cannot see you. Then, when you are ever so high up, you change back to little drops of water and form clouds.'



CLOUDS

10. Some days afterwards, Mary took

a walk to a pretty spring. The water seemed to be laughing and singing as it went dancing over the stones.



A SPRING ISSUING FROM A HILL-SIDE

11. She listened and heard it say, 'Good morning, Mary.' 'How do you

know my name?' asked Mary. 'I do not know you.' 'Oh, yes, you do. I am, or I was, Giant Steam.'

12. 'I remember,' said Mary, 'but you were up in the clouds. How did you get down here?'

13. 'Well, I got tired of being up there, so a lot of little drops like myself joined hands, and down, down, down, we came as rain drops.

14. 'I next sank down into the earth. But it was dark and cold there, and I wanted to get out into the light. So I came straight out of the hill-side, and here I am. But I cannot stop. Good-bye.' And away he went dancing over the stones.

15. 'Where are you going now?' asked Mary, running after him. 'To the River, and at last to the Sea,' was the answer.

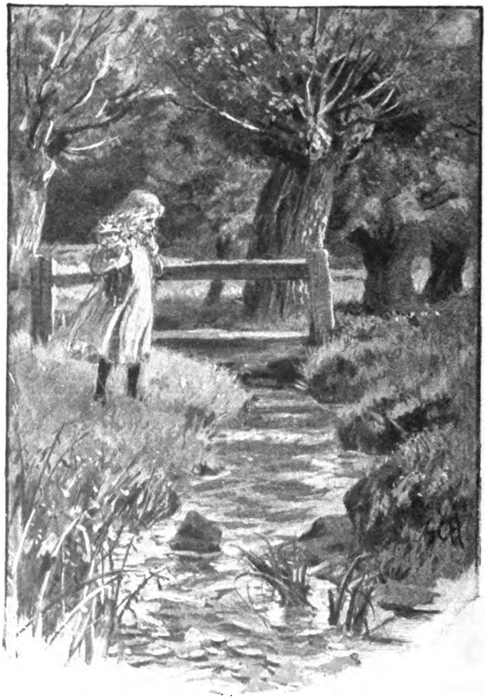
Mary wanted to ask something else, but he went right out of sight.

LESSON 41

STOP, STOP, PRETTY WATER

run′-ning	**flow′-ers**	**car′-ry**
brook	**moth′-er**	**heard**

1. 'Stop, stop, pretty water!'
Said Mary one day,



To a brisk little brook
That was running away.

2. ‘You run on so fast!
I wish you would stay;
My boat and my flowers
You will carry away.

3. ‘But I will run after;
Mother says that I may;
For I would know where
You are running away.’

4. So Mary ran on;
But I have heard say,
That she never could find
Where the brook ran away.

LESSON 42

THE WORK OF WATER

quart′-er
va′-pour
to-geth′-er
wear′-ing
chan′-nel
slow′-ly
eat′-ing
froz′-en
lay′-ers
glac′-i-er
val′-leys
scoop′-ed

1. About three quarters of the face of the earth is covered with water. Only about one quarter is dry land.

2. Salt water is found in oceans, seas,

and a few lakes. Fresh water is found in rivers, ponds, and most lakes.

3. The heat of the sun causes water to change into a vapour or gas. This water-vapour or water-gas goes into the air, where we cannot see it.

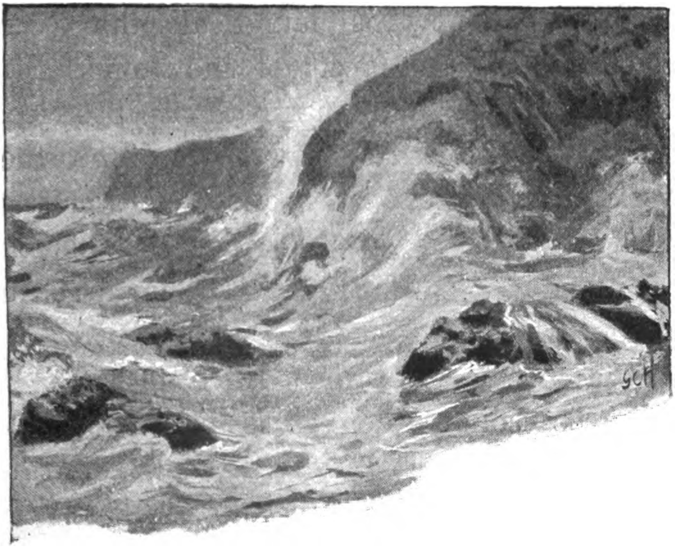
4. As water-gas is very light, it rises in the air. The higher parts of the air are cold, and the cold causes the water-vapour to turn back into little drops of water. A cloud is made up of very little drops of water.

5. These little drops of water run together and fall as rain. Part of the rain which falls is turned again into water-vapour by the sun, part soaks into the ground and helps to form springs; part runs over the ground and helps to form rivers.

6. Rivers rise in mountains or hills, and flow into seas or lakes. The water in a river is always moving, and is wearing out the land over which it flows. The bed or channel of a river has been worn out by the river itself.

7. The water of the sea washes against the rocks of the coast, and slowly wears them out. The sea is, as it were, slowly eating away the land.

8. When water becomes very cold, it freezes and becomes ice. Ice is a solid. Hail is frozen rain, but snow is not frozen rain.



WAVES WASHING AWAY THE COAST

9. When the very, very small drops of water which form a cloud become very

cold, they form snow-flakes. Snow is made up of very small drops of water, which have been frozen before they have had time to run together and form rain-drops.

10. On the tops and sides of high mountains, snow is found all the year round. The top layers of snow press the bottom layers and make them into ice. This ice moves slowly down into the valleys, as a great river of ice or glacier.* Glaciers wear away the land over which they move. Many lakes have been scooped out by glaciers.

11. Thus water has three forms. It may be solid, when it is called ice, or snow, or hail. It may be liquid, and this is the form in which we know it best. It may be a gas, and then it is in the air and we cannot see it.

12. But whether water is a liquid, or a solid, or a gas, it is always doing or trying to do one thing—it is always

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* See p. 137.

A GLACIER

changing the shape of the land and wearing it away.

LESSON 43

KING FROST

morn′-ing
cloth′-ed
wind′-ows
look′-ed
seem′-ed
frost′-y
froz′-en
freez′-es
clev′-er
bus′-y
add′-ed
think′-ing
i-de′-a
al-though′
pic′-tures
o′-pen-ing

1. One morning Tom came down stairs to find that a sharp frost had set in. The fields and trees were clothed in white and looked very pretty.

2. On the windows were to be seen pictures of what looked like leaves and trees. They were all in white, and seemed to form part of the frosty scene outside.

3. ‘Who drew those leaves and trees, Father?’ asked Tom.

‘King Frost,’ said his Father. ‘He draws very odd things on the windows, at times.’

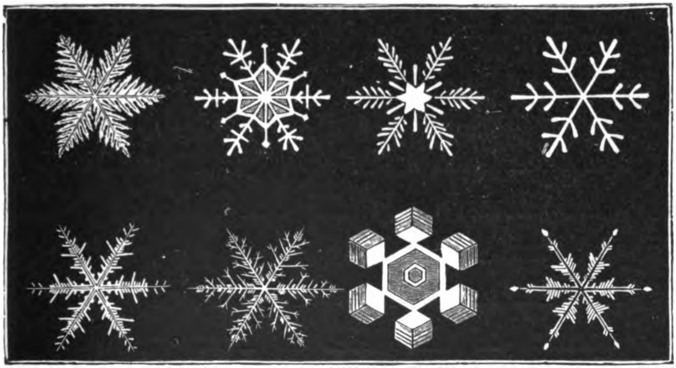
4. ‘He seems to be very clever, and very busy too,’ added Tom, thinking of the frost outside.

5. ‘He is both busy and clever,’ said

his Father. 'You can have no idea of the work he does. You know, of course, that he makes all the snow.'

'Yes, but how does he do it?' asked Tom.

6. 'There are little drops of water in the air, although we cannot see them,' said his Father. 'These drops are so small that they are sometimes called water-dust. When King Frost comes, he turns this water-dust into white flakes of snow.'



SNOW-FLAKES

7. 'Then snow and rain must both be made out of the water-dust,' said Tom.

8. 'Yes,' said his Father; 'but King Frost makes the snow only, and every flake has a very pretty shape. Here is a picture of some,' said his Father, opening a book.

9, 'What pretty shapes!' said Tom. 'Every flake has six points, and looks like a star.'

10. 'He also sends us hail, and ice,' said his Father. 'In the form of a cold blast, he waits for the rain-drops, and turns them into hail.'

11. 'Then hail is only frozen rain-drops?' said Tom.

His Father did not reply, but went on to speak of the ice. 'You know that our water-pipes burst the other day, Tom,' he said. 'A sharp thaw set in, and the pipes burst.'

12. 'But why should a thaw burst the water-pipes?' asked Tom.

13. 'Ice always takes up more room than water,' said his Father. So when the water in the pipe freezes, it swells with great force and cracks the pipe. Then

when the thaw comes, the ice is again turned into water, and the water pours through the crack the ice has made.'

14. 'These are a few only of the great things done by King Frost. But you must be off to school now,' said his Father.

SUMMARY

LESSON I. (*p.* 5).

The Earth is a sphere, being something like an orange in its shape. It is a little flat at the top and bottom. It also bulges out more in the centre than a ball.

LESSON II. (*p.* 9).

1. The **crust** of the Earth is made up of land and water.
2. The Earth was once a ball of fire. It is cooling, and although the inside is still very hot, the outside, or crust, is cool enough to live upon.
3. Many of the wrinkles (hills and valleys) on the Earth's crust have been partly caused by heat.

LESSON III. (*p.* 13).

1. The Sun is a big ball of fire.
2. The Sun is the source of all **light, heat,** and **life.** We could not live without the Sun.

LESSON IV. (*p.* 16).

1. Those countries are the best to live in which are neither too hot nor too cold, like our own country.
2. As a rule, it is cooler in the morning and evening than at mid-day.
3. The Sun rises each day in the east and sets in the west.
4. In the summer it makes a big curve in the sky, and the days are longer and warmer.

5. In the winter it makes a smaller curve in the sky, and the days are shorter and colder.
6. The Sun does not move round the Earth. It is the Earth which moves round the Sun.

LESSON VI. (*p.* 21).

1. The Moon is smaller than the Earth, and very much smaller than the Sun.
2. It does not shine with its own light, but with light it gets from the Sun.
3. It gives less light than the Sun, and shines in the sky at night.
4. It is nearer to the Earth than any other body in the sky.
5. The Moon is a cold body. It has no air, and we could not live upon it.

LESSON VIII. (*p.* 25).

1. The sky is always full of Stars.
2. We cannot see the Stars by day, because the brighter light of the Sun blots them out.
3. Some of the Stars are suns, like our Sun; some are worlds, like our World; and some are like our Moon.
4. All the Stars are very far away from the earth. Many of them are farther away than the Sun.

LESSON X. (*p.* 29).

To make a shadow we must have :—

1. A Light.
2. Something to throw a shadow.
3. Something upon which the shadow may fall.

LESSONS XII. & XIII. (*pp.* 35, 38).

1. In the morning, the Sun is low in the sky. The shadows which it makes are long.
2. At mid-day, the Sun is at its highest point in the sky. The shadows are then short.
3. In the evening, the Sun is low in the sky. The shadows which it makes are long.

4. The shadow of a broom-stick stuck in the ground moves because the Earth moves.

5. We can tell the time by the direction of the Sun's shadow.

LESSON XIV. (*p.* 41).

Many years ago, there were no clocks, and men told the time sometimes by means of the **sun-dial**, and sometimes by means of the **hour-glass**.

LESSON XV. (*p.* 45).

1. A Weather Vane has four arms with a letter at the end of each arm.

2. The four letters are N., S., E., and W., standing for North, South, East, and West.

3. Above the four arms, there is an arrow which points in the direction the wind is blowing.

LESSON XVI. (*p.* 48).

When I turn my back to the Sun at mid-day, I am facing the North, and turning my back to the South. My right hand is pointing towards the East, and my left hand is pointing towards the West.

LESSON XVIII. (*p.* 53).

1. The farther we go North, the colder it becomes.

In the far North, ice and snow are found on the ground for the greater part of the year.

The North Wind is a very cold wind.

2. The Sun rises in the East.

Sun-rise is often a very grand sight.

The East wind is a dry, cold wind.

LESSON XIX. (*p.* 58).

1. The Sun sets in the West

The West wind is a gentle wind which often brings rain.

2. The farther we go South, the warmer it becomes.

Nearly all the people in very hot countries are black or brown.

Trees and plants grow well in many hot countries.

LESSON XX. (*p.* 61).

1. A Magnet picks up things which are made of iron or steel.
2. It will not pick up things made of anything else.

LESSON XXI. (*p.* 64).

1. To make a piece of steel into a magnet, rub the piece of steel with a magnet. Take care always to rub the same way, either always backwards or always forwards.
2. A magnet which floats on a cork on water always points in one direction—North and South.

One end always points to the North, the other end always points to the South.

LESSON XXII. (*p.* 67).

1. A magnet which is balanced on a thread will also point North and South.
2. Men can tell the North by looking at:—
    1. The Sun, or
    2. The Stars, or
    3. A Magnet.
3. A Magnet is useful for telling the North when the sun or stars cannot be seen.

LESSONS XXIII. & XXIV. (*pp.* 71, 74).

A School Compass has the following parts:—

1. A Needle which is a Magnet and which is balanced on a Peg or Pivot.
2. A Card below the Needle, with the points of the Compass marked upon it.
3. A Box to contain the Needle, Pivot, and Card.
4. A Glass-cover, so that the Needle may be seen.

LESSON XXV. (*p.* 77).

1. A Ship's Compass is much like a school compass, but the Needle is under the Card. As the Needle moves, the Card moves round with it.

2. The Ship's Compass is fixed in such a way that, however much the ship may rock, the Compass will always keep steady.

LESSON XXVI. (*p.* 80).

1. A **plan** is a drawing of some object or place.
2. As a rule, **plans are drawn to scale.**

LESSON XXVII. (*p.* 83).

1. The scale, to which plans are drawn, may be of any size.

2. A scale of one inch to a foot means, that for every foot on the object or place, the plan of which is being drawn, one inch only is drawn on the plan. In this way, a line twelve feet long on the object would be twelve inches long on the plan.

LESSON XXVIII. (*p.* 86).

1. A plan shows the shape and size of objects or places.

2. It also shows the position and direction of the objects.

LESSONS XXX. & XXXI. (*pp.* 93, 96).

1. Before we can draw the plan of an object or place, the length of all its lines has to be known.
2. This is learned by measuring the object.
3. Every part of the plan has to be its proper size and in its proper place. This also is learned by measuring.
4. In the plans of rooms, buildings, and spaces, the points of the compass should be put in.

LESSON XXXII. (*p.* 99).

1. As a rule, the larger the space to be drawn, the smaller the scale.

2. The difference between a road and a river may be shown by shading, or by colouring, or by printing the words 'road' and 'river.'

LESSON XXXIII. (*p.* 104).

1. In the plan of a town or part of a town, whole blocks of houses are shown by simply shading the ground on which they stand. Such a plan is called a **Block Plan.**

2. A **Ground Plan** is one which shows the shape and size of the ground on which the object stands. It does not show height or depth.

3. A **Map** is the plan of a large space. When we want to show the plan of a very large tract of land, a part of a country, a whole country, or a great many countries, we do so by means of a Map.

4. The scale to which a Map is drawn is always very small.

LESSON XXXV. (*p.* 111).

1. On a Map, a **river** becomes a mere wavy line.

2. A **town** is shown by a dot or a little square mark, the size of which varies with the size of the town.

3. **Large towns** are named in small capitals, smaller towns in thick type, the smallest towns in thin type.

4. The **coast** is marked by a thick, wavy line. The coast shows where the land ends, and the sea begins.

5. The **straight lines,** which join one town with another, may be **railways** or **canals.**

6. The **patches of colour** mark out the **counties.**

7. Every Map should show a 'scale of miles;' that is, the scale to which it is drawn.

LESSON XXXVI. (*p.* 114).

1. In some mountainous countries, the shelters for man and beast are under the same roof.

2. The Arabs are a famous people who live in tents.

3. In some parts of South America, the Indians build their houses in trees.

4. In the far North, men build their houses of snow and ice.

5. Some black men build huts of mud or clay.

LESSON XL. (*p.* 127).

1. Water when heated becomes steam.

Trains and ships are driven by steam.

2. Steam, when it strikes against anything cold, changes into water.

The air has a great deal of water in it. The water in the air is sometimes called water-gas. We cannot see the water-gas, but we know it is there.

3. Clouds are made up of little drops of water, which have come from the water-gas in the air.

4. The little drops of water sometimes run together and fall as rain-drops.

5. Some of the rain sinks into the ground and forms **Springs**.

6. Springs form Rivers, which flow into the Sea.

LESSON XLII. (*p.* 133).

1. About one quarter of the surface of the world is dry land and about three quarters of it is water.

2. **Salt water** is found in oceans and seas.

Fresh water is found in rivers and lakes.

3. The sea washes against the coast and slowly wears the coast away.

4. Rivers wear out the land over which they flow, and carry the land, little by little, into the sea.

5. **Glaciers** are rivers of ice which wear out the land over which they move.

6. Water has three forms. It may be **solid ice**, or **liquid water**, or **water-gas**. But in whatever form water may be, it is always trying to wear the land away

LESSON XLIII. (*p.* 138).

1. **Snow** is water-gas, which is frozen before it has time to run together and form little drops of water.

2. **Rain** is also made out of water-gas, or water-dust as it is sometimes called.

3. Every snowflake has six points, although the snowflakes differ much in shape.

4. **Hail** is frozen rain-drops.

5. **Ice** is frozen water.

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